

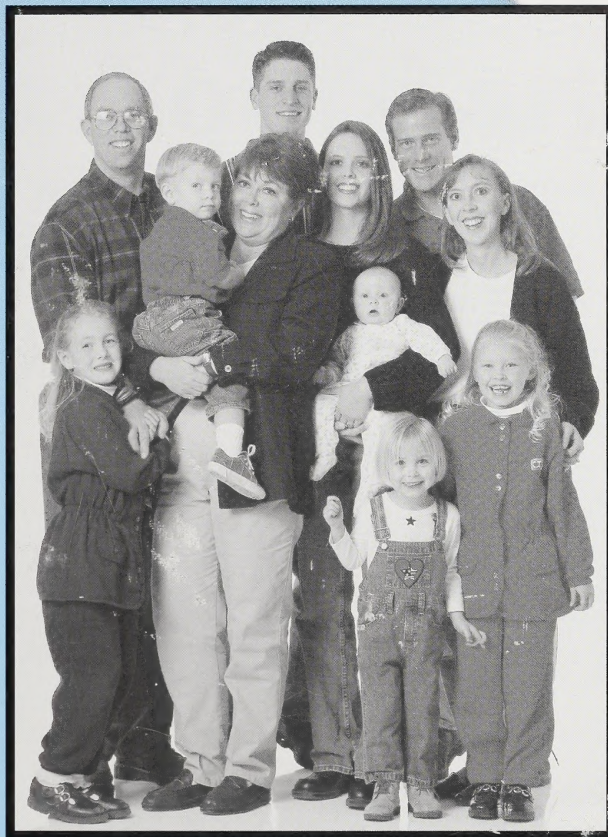
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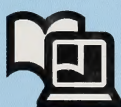


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Thematic Module 5B



Families, Yours and Mine



Learning
Technologies
Branch

Alberta
LEARNING

Thematic Module 5B

Families, Yours and Mine

Day 10 to Day 18



This product is the result of a joint venture with the following contributors:



Alberta Learning
10155 – 102 Street
Edmonton, Alberta T5J 4L5



Ministry of Education
PO Box 9150, Stn Prov Govt
Victoria, British Columbia V8W 9H1
Internet: <http://www.gov.bc.ca/bced/>



Learning Technologies Branch
Box 4000
Barrhead, Alberta T7N 1P4
Tel: (780) 674-5350, Fax: (780) 674-6561



Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia V8W 1T7
Internet: <http://www.openschool.bc.ca/>



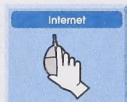
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta, Canada T7N 1P4
Tel: (780) 674-5333, Fax: (780) 674-6977
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Tel: (780) 427-2767, Fax: (780) 422-9750

Grade One Thematic
Module 5B: Families, Yours and Mine
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2344-3

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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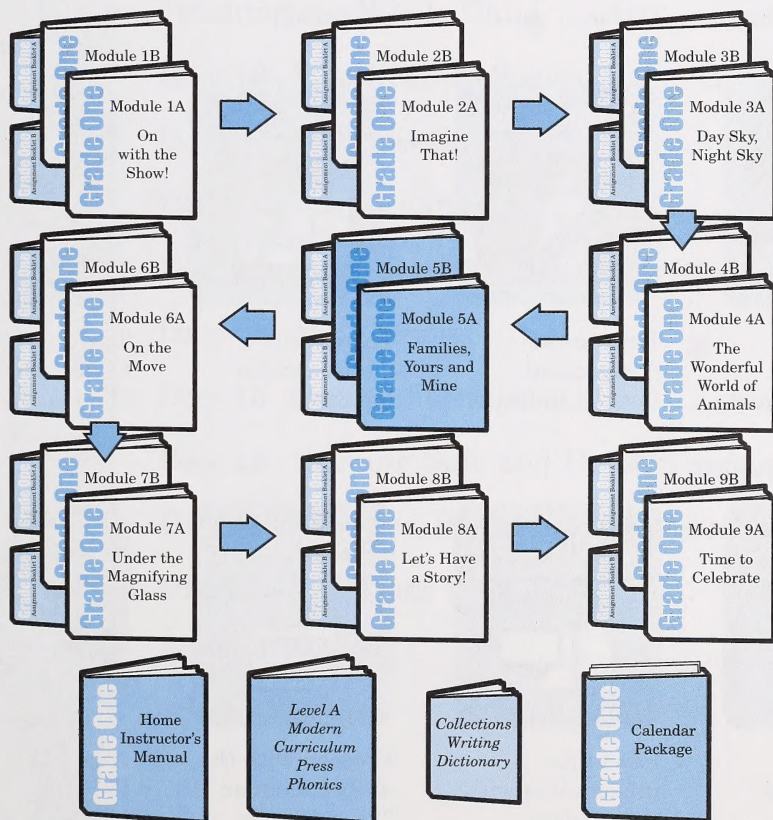
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Course Overview: Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



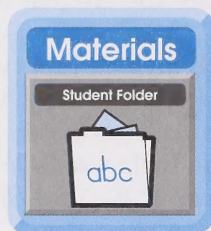
Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

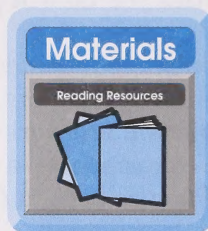
Icons: Materials



Turn to the
*Level A: Modern
Curriculum Press
Phonics* book.



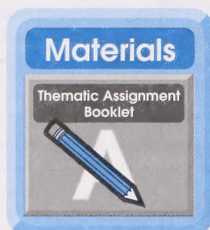
Place an item in
the Student
Folder.



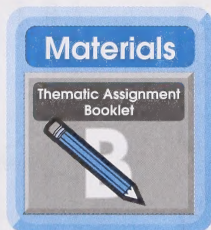
Turn to the
reading resource
indicated.



Turn to the Home
Instructor's Manual
for further
information.



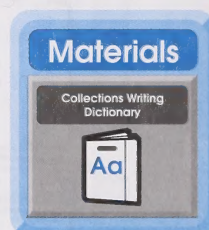
Turn to the
Assignment
Booklet indicated.



Turn to the
Assignment
Booklet indicated.

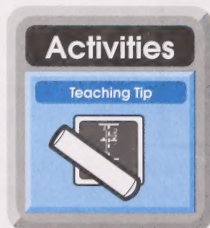


Turn to the
audiocassette
indicated.

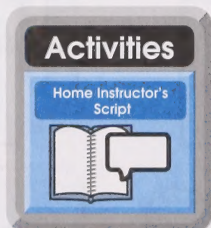


Turn to the
*Collections Writing
Dictionary*.

Icons: Activities



Read this
information to
yourself.



Read this
information with
the student.

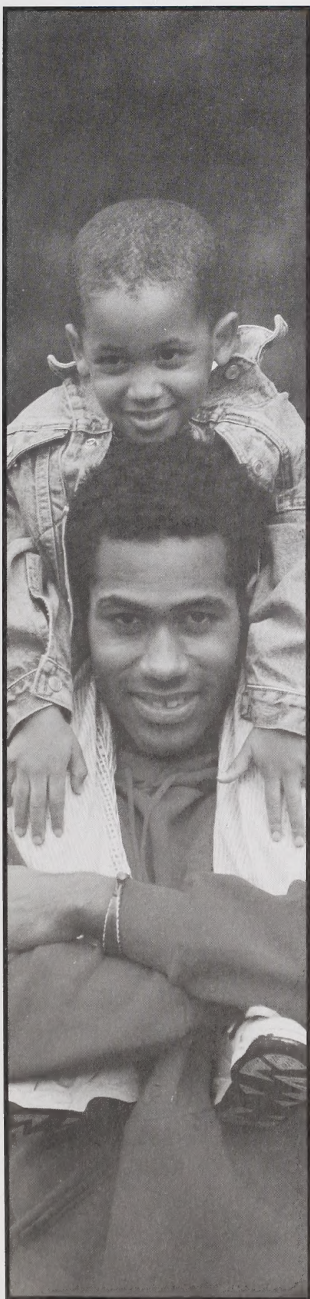


Proceed with the
daily Calendar
Time activity.

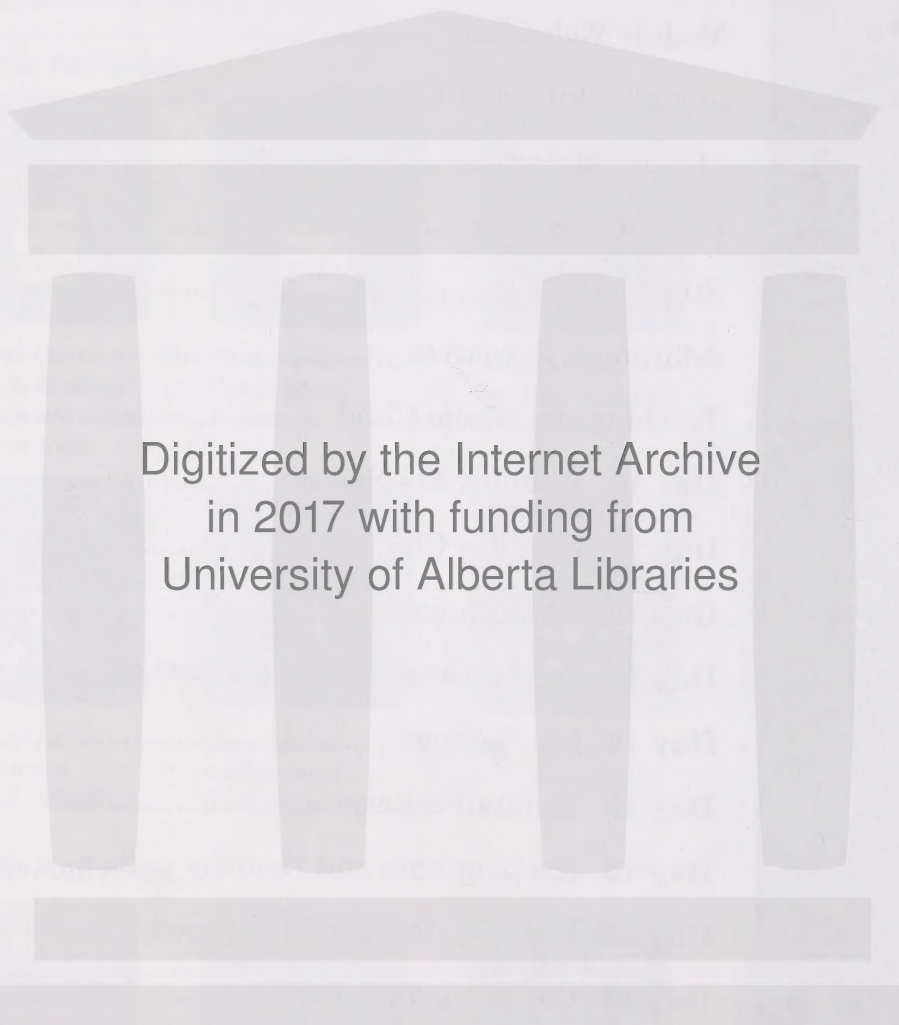


Access the Internet for
the student. (This activity
is always optional.)

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Module 5 Overview

Families, Yours and Mine

Welcome to Families, Yours and Mine. Throughout this module, your student will be learning about the family unit. This study, with its social-studies emphasis, will include the following concepts:

- relationships
- roles and responsibilities
- similarities and differences between families
- changes that families encounter
- how families solve problems

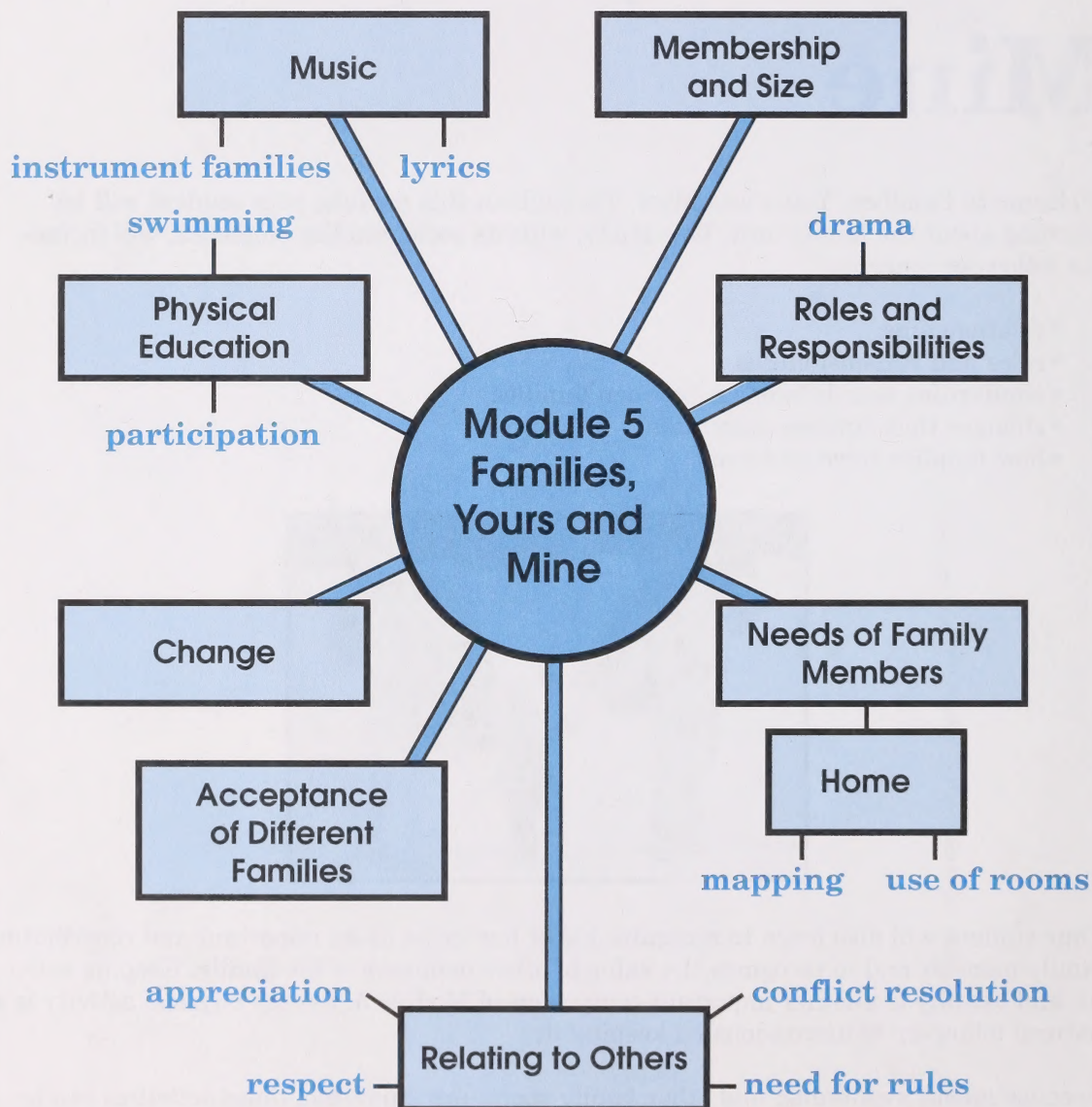


Your student will also learn to recognize his or her value as an important and contributing family member and to recognize the value of other members of the family. Keeping safe, fit, and healthy is another important component of Module 5. Family physical activity is a natural follow-up to discussions on keeping fit.

Because music, swimming, and other family sports are enjoyable, these activities can be part of a day off, a weekend, or an evening. Music, for example, could be done during Sharing Time later in the day. Most of all, be flexible and have fun!

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

Module 5: Families, Yours and Mine focuses on the roles and responsibilities of family members and stresses the importance of co-operating and sharing responsibilities. Your student will learn to recognize that he or she is an integral part of the family whose contributions are necessary and important. Appreciation for the contributions of others is also emphasized.

You will notice a concentration of concepts in social studies, health, music, art, and physical education. Since it is not possible to anticipate how far this module will take you, the skills and topics listed below are only an indication of the learning that will take place.

Language Arts Skills

- **Reading**—knowing that stories have beginnings, middles, and endings; predicting; constructing meaning by combining knowledge of letters, words, pictures, sentences, rhymes, and predictable patterns; researching using a variety of sources; using phonics knowledge and skills to read unfamiliar words in context; varying ways of reading a story (alone, in unison, taking turns, or readers' theatre); using book elements, like cover, title, and table of contents; recognizing fiction and non-fiction
- **Writing**—writing, representing, and telling brief narratives about his or her own experience; asking questions to get information; brainstorming and listing related ideas and information; creating web charts
- **Speaking**—sharing experiences related to text; participating in drama activities; reading expressively to convey meaning; expressing opinions and feelings; using appropriate volume; developing vocabulary
- **Listening/Viewing**—setting guidelines for good listening; researching using non-print sources; sharing experiences related to media text; listening to a variety of types of music
- **Printing**—practising letter formation, spacing, and alignment; reviewing formation of some letters; setting goals for improvement; completing self-evaluation
- **Phonics**—recognizing the “long o” sound made with a **silent e** or with letter combinations **oa** and **ow**; making generalizations about **silent e** and vowel combinations; recognizing the “long” and “short” vowel sounds; recognizing and using **r blends**
- **Spelling**—mastering the spelling of **he, she, we, be, me, and you**; demonstrating growing independence by using the *Collections Writing Dictionary*, charts, stories, known words, and constructed spelling

- **Word Recognition** (high-frequency words)—recognizing the words **first, him, her, my, its, has, more, into, over, would, could, other, another, why, which, get, well, went, just, and must**

Other Subject Skills

- **Social Studies**—knowing membership and size of family; planning and carrying out family activities; generating rules needed in the home; recognizing needs of family members; knowing the purpose of each area of the home; demonstrating mapping skills; using terms of relative location such as **near** and **far**; being aware of changes within a family; showing satisfaction in one's role within the family; appreciating other family members
- **Science**—being aware of seasonal changes; developing skills of observation for use in artwork
- **Drama**—role-playing situations of co-operation and conflict resolution; expressing feelings and ideas through mime, readers' theatre, and dramatic play
- **Visual Arts**—using photography and drawing to document; forming patterns by repeating texture; recognizing patterns in nature; making a print with choice of print form; repeating texture to produce rhythm and balance
- **Music**—recognizing and listening to families of instruments; listening for environmental sounds; identifying and comparing sounds (musical and non-musical); understanding that music expresses emotion; recognizing sections of music, such as a verse or a chorus; understanding that words of a song convey meaning; singing in tune many rhythmic and melodic songs; singing accurately in unison; playing a steady beat using rhythm instruments
- **Health and Life Skills**—recognizing personal uniqueness and self-worth; recognizing and expressing emotions; participating in family activities; sharing; respecting privacy; respecting others; appreciating similarities and differences; practising home safety; knowing about two sets of teeth and mouth care; considering good nutritional habits; planning and carrying out activities that promote co-operation; practising problem solving, conflict resolution, goal setting, and self-evaluation; making a daily schedule using concepts of **before** and **after**; developing decision-making skills
- **Physical Education**—moving in response to music; participating in family physical activities; learning to swim

Technical Skills

- **Computer**—using the Internet to research

Note: Your student is not expected to master all of these concepts and skills at this time, but will **work toward mastery** throughout this module and the other modules in the program.

Module Materials

Books

- Calendar Package
- *Collections Writing Dictionary*
- *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman
- *Level A: Modern Curriculum Press Phonics*
- *Slide In* (Nelson)
- *Swing In* (Nelson)
- *Zoom In* (Nelson)

Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)
- *Classics for Children* by Boston Pops Orchestra (optional compact disc)
- *The Orchestra* narrated by Peter Ustinov (audiocassette)
- *The Orchestra* narrated by Peter Ustinov (optional videocassette)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



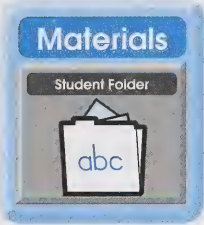
Materials

Home Instructor's Manual

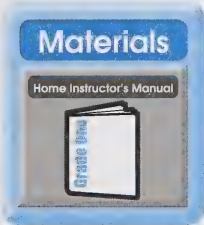


See the Home Instructor's Manual for further information on the Master List of Required Materials.

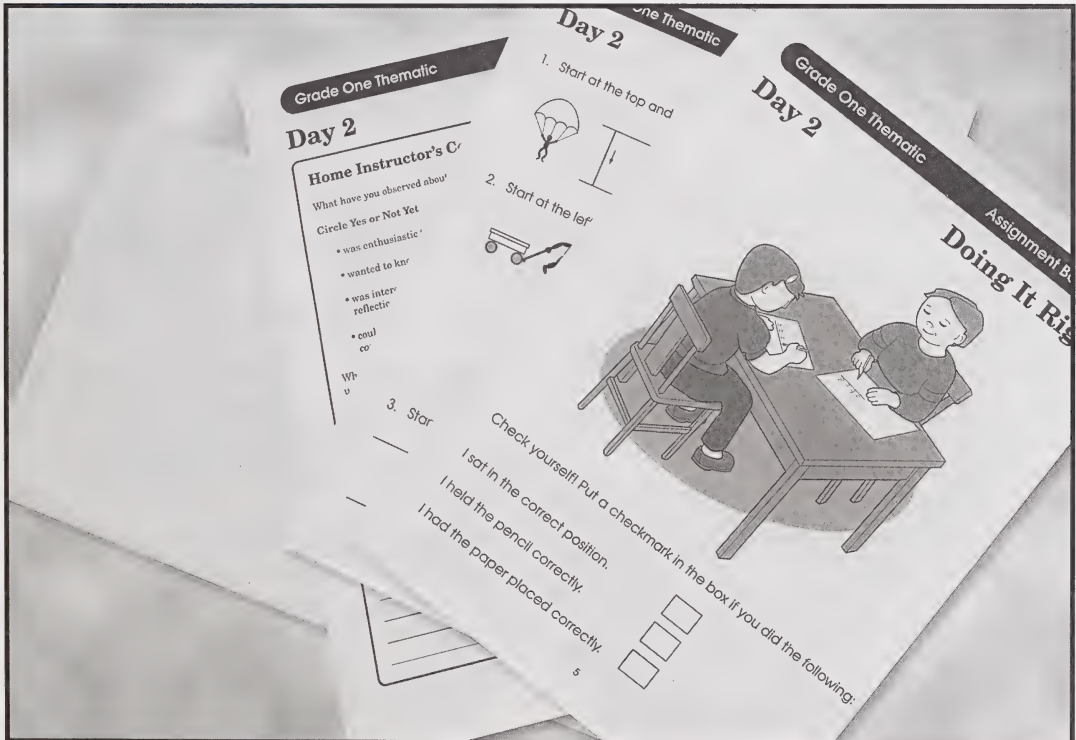
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

Books

Art Concepts

The Picture That Mom Drew by Kathy Mallat and Bruce McMillan

Other Family Members

Aunt Nina, Goodnight by Franz Brandenburg

Grandpa Dan's Toboggan Ride by Suzan Reid

Jet Black Pickup Truck by Patricia Lakin

My Poppa Loves Old Movies by Libby Handy

Nana Upstairs and Nana Downstairs by Tomie dePaola

Our Granny by Margaret Wild

Shoes from Grandpa by Mem Fox

Something from Nothing by Pheobe Gilman

Through Grandpa's Eyes by Patricia MacLachlan

Visiting Granny by Kim Fernandes

The Weird Things in Nanna's House by Ann-Maree Mason

Families

Amelia Bedelia's Family Album by Peggy Parish

Big Sister and Little Sister by Charlotte Zolotow

Bread and Jam for Frances by Russell Hoban

I'll Fix Anthony by Judith Viorst

Jess Was the Brave One by Jean Little

Lots of Dads by Shelley Rotner and Sheila M. Kelly

Me Too! by Mercer Mayer

No, David! by David Shannon

Only at the Children's Table by Daria Baron-Hall

Owl Moon by Jane Yolen

The Pain and the Great One by Judy Blume

Whose Mouse Are You? by Robert Kraus

William's Doll by Charlotte Zolotow

Family Changes

A Baby Sister for Frances by Russell Hoban

Family Farm by Thomas Locker

Grandfather's Journey by Allen Say

Grandma's Scrapbook by Josephine Nobisso

Grandmother's Chair by Ann Herbert Scott

Grandpa Loved by Josephine Nobisso

Ira Says Goodbye by Bernard Waber

Martha's New Daddy by Danielle Steel

Moving Gives Me a Stomach Ache by Heather McKend

Moving House by Kate Petty

That's My Baby! by A. Wayne von Konigslow

The Tenth Good Thing About Barney by
Judith Viorst
*The Terrible Thing That Happened at Our
House* by Marge Blaine
The Wednesday Surprise by Eve Bunting
Who's Going to Take Care of Me? by
Michelle Magorian

Family Responsibilities

Christopher, Please Clean Up Your Room!
by Itah Sadu
Piggy Book by Anthony Browne
Simon's Surprise by Ted Staunton

Family Rules

Boss for a Week by Libby Handy and Jack
Newnham

Family Structure (Different Kinds of Families)

Adoption Is for Always by Linda W. Girard
All Kinds of Families by Susan S. Yem
Daddies by Adele A. Greenspun
Families by Meredith Tax
A Family for Jamie: An Adoption Story by
Suzanne Bloom
Jessie's Island by Sheryl McFarlane
Mama One, Mama Two by Patricia
MacLachlan
Mom and Dad Don't Live Together
Anymore by Kathy Stinson
My Dad Takes Care of Me by Patricia
Quinlan
My Mom Is So Unusual by Iris Loewen

Feelings

*Alexander and the Terrible, Horrible, No
Good, Very Bad Day* by Judith Viorst
A Book of Hugs by David Ross
A Difficult Day by Eugenie Fernandes

Feelings by Joanne Brisson Murphy
Franklin in the Dark by Paulette Bourgeois
Ira Sleeps Over by Bernard Waber
Love You Forever by Robert Munsch
Mama, Do You Love Me? by Barbara Joosse
The Runaway Bunny by Margaret Wise
Brown
Tucking Mommy In by Morag Loh

Growing Up

Arthur's Loose Tooth by Lillian Hoban
Baby Dreams by Eugenie Fernandes
Franklin and the Tooth Fairy by Paulette
Bourgeois
I'm Growing! by Alike
I'm Too Small, You're Too Big by Judith
Barrett
My Tooth Is About to Fall Out by Grace
Maccarone
Old Enough by Peter Ewyindson
You'll Soon Grow into Them, Titch by Pat
Hutchins

Homes

A Chair for My Mother by Vera B. Williams
In a People House by Theodore Le Sieg
Mama's Bed by Jo Ellen Bogart and Sylvie
Daigneault
The Napping House by Audrey Wood

Self Concept

Amazing Grace by Mary Hoffman
Chester's Way by Kevin Henkes
The Very Worst Monster by Pat Hutchins
You Be Me, I'll Be You by Pili Mandelbaum

Novels

Freckle Juice by Judy Blume
Little House in the Big Woods by Laura
Ingalls Wilder

The Littles and the Lost Children by John Peterson

Poppy by Avi

Sarah, Plain and Tall by Patricia MacLachlan

Poetry

My Family and Me by Pheobe Rankin and Elizabeth Stenson

Audiocassette

Orchestranimals. Vlasta Van Kampen and Irene C. Eugen Scholastic, 1989.

Videos

Family Changes

Dad's House, Mom's House. 48 min. National Film Board, 1985.

Finding Our Way 1, 41 min. National Film Board, 1987.

Finding Our Way 2, 44 min. National Film Board, 1986.

Finding Our Way 3, 42 min. National Film Board, 1986.

Families Responsibilities

Young Viewers 2: I Can Help, Too. National Geographic Society, 1993.

Family Structure

Families Are Different and Alike. 12 min. Coronet, 1989.

Feelings

"Picnic" by Emily Arnold McCully from *Max's Chocolate Chicken and Other Stories for Young Children*. Produced by Paul Gagne. Weston, Ct: Children's Circle, a division of Weston Woods, 1993.

Self-Confident Me: A Rainbow of Feelings. 15 min. Sunburst, 1994.

Homes

3-2-1 Contact: Architecture: Homes. 30 min. Alfred Higgins Productions, 1994.

Dig Hole, Build House. 30 min. Film West, 1995.

Music

The Orchestra. 40 min. Mark Rubin Productions Inc., 1990.

Safety and Health

Goofy over Health. 11 min. Disney, 1991.

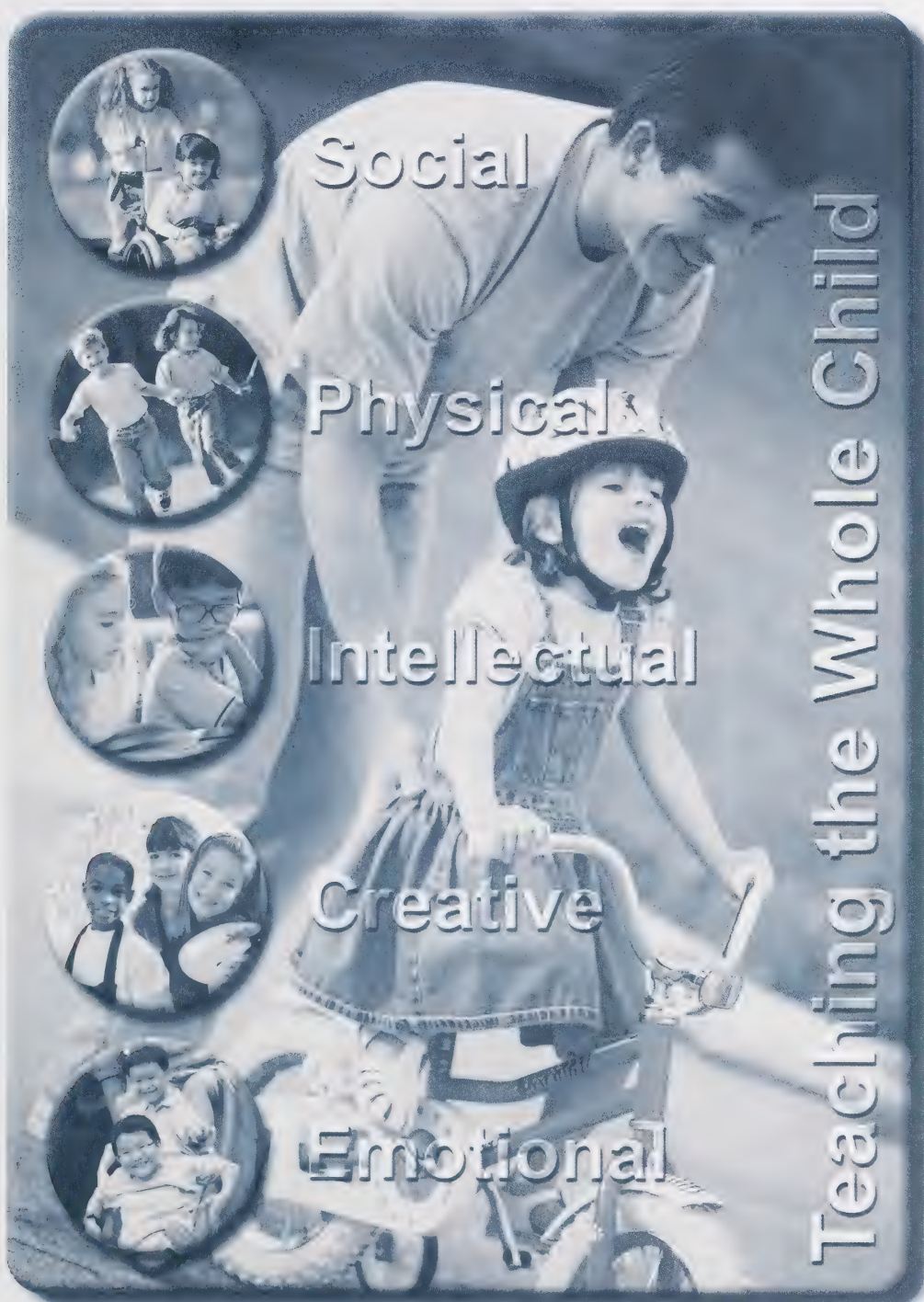
Kids Care: Home Safety with Radar. 13 min. National Film Board, 1992.

Teeth

Goofy over Dental Health. 13 min. Disney, 1991.

Health and Safety with Harv and Marv: Tooth Truth with Harv and Marv. 15 min. Alfred Higgins Productions, 1990.

Teeth: The Better to Eat With. 15 min. National Geographic Society, 1990.



Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

Families Are Special



Today your student will learn more about family size and membership. A key concept in studying families is to build acceptance of a variety of family structures, including one's own family.

A non-fiction booklet will be assembled and read during Reading to help extend your student's understanding of the variety of family structures that exist. In Writer's Workshop your student will prepare a report on the information researched for Day 9. The activities in Project Time will focus on the art concept of **texture**. The student will use texture to add detail to a drawing.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- “long e” charts from Day 9
- *Level A: Modern Curriculum Press Phonics*, pages 221 and 222
- Printing Practice notebook
- Thematic Assignment Booklet 5B – Day 10: Families

Music and Movement

- “The String Family” from the audiocassette *The Orchestra*
- “The String Family” from the videocassette *The Orchestra* (optional)
- elastic bands
- guitar, banjo, violin, or other string instrument (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 10.

Project Time

Project Choice 1: Animal Pencil Drawing

- art supplies

Project Choice 2: Crayon Design on Black Paper

- art supplies

Story Time

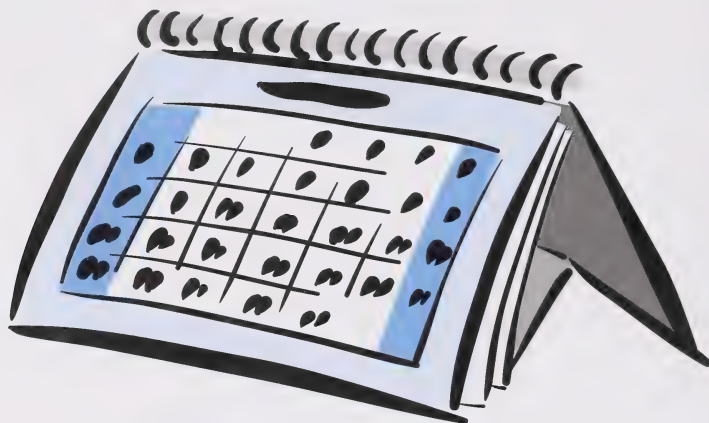
- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Time Teaching Notes found in the Calendar Package. After your student determines the day of the week and the calendar date, go ahead with other individually planned activities.



Focus for Today

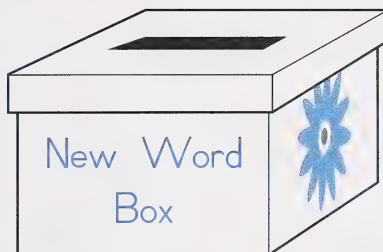
Today's focus is on **research skills**. Base your observations on the Writer's Workshop and Project Time activities from both Day 9 and today. Observe whether the student is able to do the following:

- locate information with help
- locate and acquire information from different sources
- use a web chart to organize the information
- present the information in sentences
- present the information through drawing

Language Arts

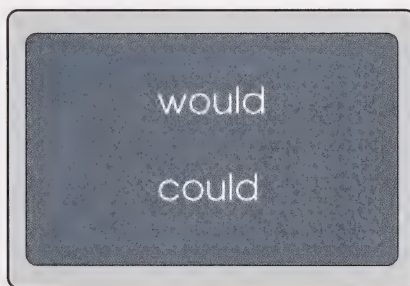
Time recommended: 35 minutes

Word Study



The two high-frequency words today are **would** and **could**. Print the words on coloured index cards and show the cards to the student. If your student does not recognize the words, proceed with the following activities:

- **Would** and **could** are words that must be memorized rather than sounded out because they do not follow the usual vowel generalizations. Write the two words on a piece of paper or on a chalkboard to draw attention to the fact that they are rhyming words.



- Show the student the beginning sounds.
- Tell the student the **l** is silent in these words.

could
would

- Write some simple sentences using the two words to help your student recognize them.

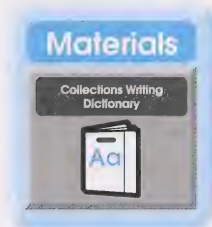
I **would** like to help.

I **could** phone my mom.

- Trace the letters of the words with a finger.
- Print the words in large letters on an unlined sheet of paper and have the student trace over the letters several times with different coloured markers.

could

Put the words into the New Word Box and practise them sometime during the day.



Should your student not require instruction on the given words, place the words in the personal word bank. Then encourage the student to choose two or three personal-interest words to study. Print these words on white index cards. After studying these words, have the student add them to the *Collections Writing Dictionary*.

Phonics

The student will continue to work on the “long e” sound. For the first activity today, say the following words and ask the student to tell you whether a long vowel or short vowel sound is heard.

tent
jet

seed
bee

bed
Lee

green
me

Review the vowel combinations that create the “long e” sound using the charts made on Day 9, or write some new words with the **ee** or **ea** combinations. Ask the student to read the words to you. Underline the vowel combination if it helps your student remember the sound. Some examples follow:

fee
bean
deep

heel
bead
meat

feet
team
seal

Materials

Phonics Book



Materials

Student Folder



Turn to page 221 in *Level A: Modern Curriculum Press Phonics* and read the instructions to the student. Help name any pictures that are unfamiliar to the student. Have the student complete page 221 and then follow the directions to complete page 222. Mark each page and have any necessary corrections made. Re-mark each page in a different colour of pen.

When the pages are finished, label them with the student's full name and M5D10, and place them in the Student Folder.

Printing

For printing practice, have the student choose six "long e" words from page 222. Ask the student to print each word two or three times on a line of the Printing Practice notebook. Be sure your student remembers the following printing expectations:

- staying on the lines
- using correct spacing
- using proper letter formation



Music and Movement

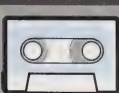
Time recommended: 10–15 minutes

On Day 9 your student began a study of the musical instrument families. Use the photographs from the Music and Movement lesson on Day 9 and ask your student to recall the names of the instrument families.

Listen to the selection called "The String Family" from the audiocassette or videocassette *The Orchestra*.

Materials

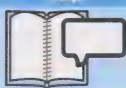
Audiocassette



Do you remember when you talked about the different instrument families on Day 9? Today you will be listening to "The String Family."

Activities

Home Instructor's
Help



Do you remember why it is called the string family?

Do you remember how the sounds are made on the instruments?

In Module 1 you learned about string instruments. You discussed the parts of a guitar and made sounds by plunking elastic bands on jars.

Today you will listen carefully to each instrument and think about the sounds each makes.

These pictures show some members of the string family that the audiocassette will discuss.



violin



cello



Listen to the selection "The String Family" on *The Orchestra* audiocassette. Encourage your student to be an attentive listener during the selection. After listening, continue your discussion.

Do you remember which of the string instruments makes the lowest sound?

Try to make a low sound with your voice.

Which instrument made the highest sound?

Now make a high sound with your voice.

Which of these stringed instruments was your favourite?

If your student made the box guitar in Module 1, he or she may enjoy playing it again. If your student did not make the box guitar, make a stringed instrument by stretching elastic bands over a box with a lid. Cut a large hole in the lid. Let the student experiment with making different sounds on it.

If you have a guitar, banjo, violin, or other stringed instrument in the house, let the student try to make low sounds and high sounds on it.



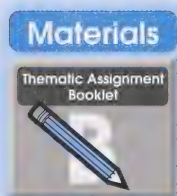
Language Arts

Time recommended: 60 minutes

Reading

Today your student will put together a non-fiction booklet and read it with you.

Remind your student that a non-fiction book tells facts about a subject. Think about the sources used during the research project on Day 9. Were any of those resources non-fiction books or magazine articles?



Remove the pages for Day 10: Families from Thematic Assignment Booklet 5B. Ask your student to cut the small pages apart, place them in the correct order, and staple them together.

Look at the pictures and discuss them. What do you notice about each family? Read the text together. If your student is an independent reader, encourage him or her to read the text alone.

Discuss the information with questions such as these:

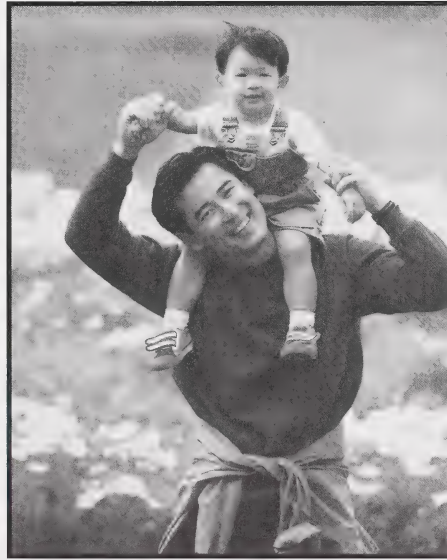
Can you remember some different types of families?

Were there any families in this booklet that you didn't find out about from your own research?

Do you think all families should be the same?

How do you think you should treat members of families that might be different from yours?

Be sure that your student understands that respect for different kinds of families is important. The student also needs to understand that all families help one another and provide for the needs of family members.



The student could reread the booklet silently or share the reading with you.

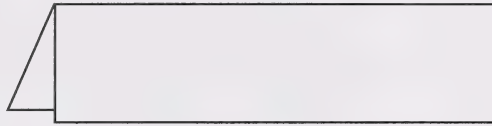


Two sisters

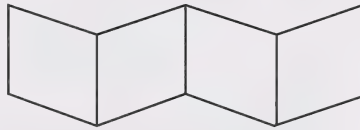
Writer's Workshop

First, take time to be sure the web Different Kinds of Families created in Day 9 is complete. Then use it to write sentences about families to make an accordion book.

Take a long sheet of poster paper, light-coloured construction paper, or other white paper that is at least 35 cm long. If necessary, tape two letter-sized papers together lengthwise. Fold the paper in half lengthwise, cut on the fold, and then fold into four equal sections like an accordion or fan. Each fold becomes a page.



Fold lengthwise and cut.



Fold in fourths.

On the front of the accordion book, have the student write a title. On each page write a sentence and draw a picture to report on a kind of family the student learned about. Add additional pages by taping on another folded page if necessary.



When the report is complete, label it with the student's full name and M5D10, and place it in the Student Folder. Put the web in the Student Folder as well.

Now, it's time to taste some food and nourish your body.

This afternoon you will use your sense of touch.

Silent Reading

Time recommended: 5–10 minutes



Have you read any good books lately?

Math Time

Time recommended: 45 minutes

If your student is registered in the Mathematics program that accompanies this Thematic program, the student is encouraged to work on mathematics each school day. Proceed with Mathematics Module 5, Day 10 activities now.

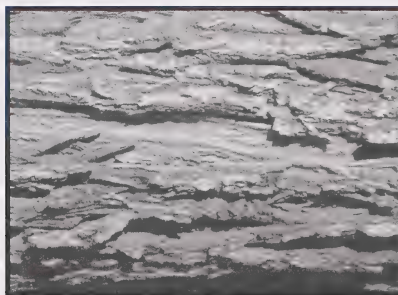
If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

On Day 6 the student made texture rubbings. Today you are going to discuss how to use lines to represent texture in drawings.

When you pet an animal, touch tree bark, or feel a silky cloth, you are using your sense of touch to find out what the surface feels like. This feel is called the **texture** of an object.



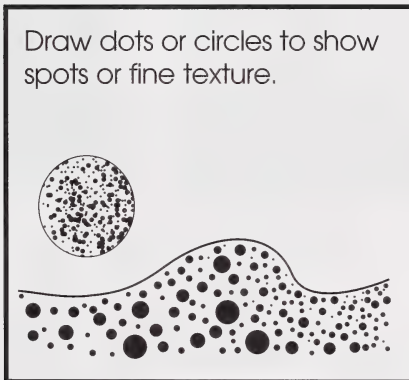
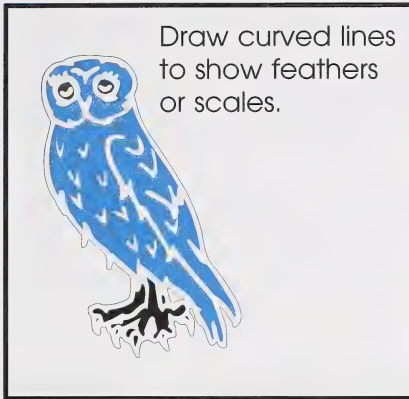
On Day 6 you made **rubbings** of textured objects with crayons. The rubbings showed what the texture looked like on a flat surface.

Your eyes can tell you what the texture of an object is likely to feel like even if you don't touch it. Look around the room. Can you see something that would feel smooth? Rough? Furry?

Sometimes when artists are drawing or painting, they want to show that an object has texture. They may do this by drawing many small lines, dots, or circles in a pattern.

Today you will draw lines to show texture.

Try some of the following methods to show texture.



Choose one of the following projects.

Project Choice 1: Animal Pencil Drawing

Ask your student to choose an animal to draw on unlined paper.

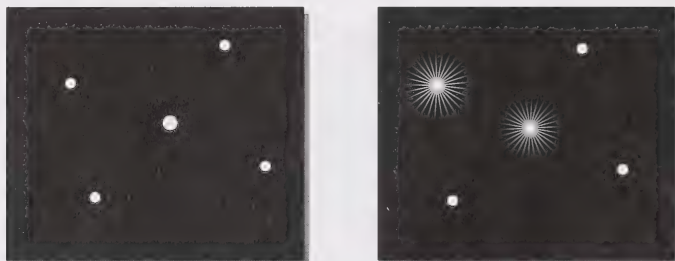
Use some of the methods to show texture on the animal. Is it furry? Does it have feathers? Does it have hair? Is its skin wrinkled?

Add a background and other details to the picture. Ask the student if there are any other objects that have texture in the picture. Is there a tree with bark? Is there grass? Is there water? How could these features be shown?

Project Choice 2: Crayon Design on Black

Give the student a sheet of black construction paper. Ask the student to make five or six dots on the paper with light-coloured wax crayons or pencil crayons. The student could also try pens especially crafted for writing on dark paper if you have them in your general supplies.

Around each point or dot, make a circle with short, straight lines. Do not make them very big. Continue by putting another ring of lines around the circle using either the same colour or a different colour.



When the circles begin to touch each other, stop to add other details

Do your circles look like flowers? You might want to add stems.

Do your circles look like stars? Maybe you would like to add a spaceship or a moon to the picture.

Do they look like fireworks? Maybe you'd like to draw some people watching them.

What does your picture remind you of? Add any other details you would like.



Label the back of the artwork with the student's full name and M5D10. Place it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could share the accordion book report from Writer's Workshop or the artwork from Project Time.

Ask the student to tell how the information was found or how artists show texture. Have the student show where texture was used in his or her artwork.



Let's Look Back

Time recommended: 10 minutes

Ask some of the following questions about your student's developing research skills:

Did you enjoy finding out about different types of families?

What kinds of things did you learn?

What was the hardest thing about this research work?

What did you enjoy the most?

Where did you get your information?



Story Time

Time recommended: flexible

Read a story about different kinds of families. You'll find suggestions listed under Additional Resources at the beginning of this module. Some examples follow:

Materials

Reading Resources



- *Adoption Is for Always* by Linda W. Girard
- *Families* by Meredith Tax
- *Jessie's Island* by Sheryl MacFarlane
- *Lots of Dads* by Shelley Rotner and Sheila M. Kelly
- *Mama One, Mama Two* by Patricia MacLachlan
- *My Dad Takes Care of Me* by Patricia Quinlan

Now, you have researched different types of families. Tomorrow you will see that changes happen in families, too!

Families Change

The activities today introduce your student to changes that occur in families. These changes may occur over time or be caused by new situations or circumstances. Changes are natural and occur in all families.



Your student will be writing about changes that have occurred in your family and in other families. Both Project Time choices today involve role-playing.

In Music and Movement, the student continues to learn about the specific instruments in each instrument family. The focus is on the woodwind family and the sound, or tone, of each instrument.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 223 and 224
- Printing Practice notebook
- “My Baby Brother” in *Fathers, Mothers, Sisters, Brothers*

Music and Movement

- *The Orchestra* audiocassette

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 11.

Project Time

Project Choice 1: Play

- various dress-up clothes and props (optional)

Project Choice 2: Model Town

- blocks, empty milk cartons, small boxes
- small people figures
- other small toys (optional)

Let's Look Back

- Thematic Assignment Booklet 5B
– Day 11: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Follow the usual Calendar Time routines. Then discuss the family changes that are necessary for each season.

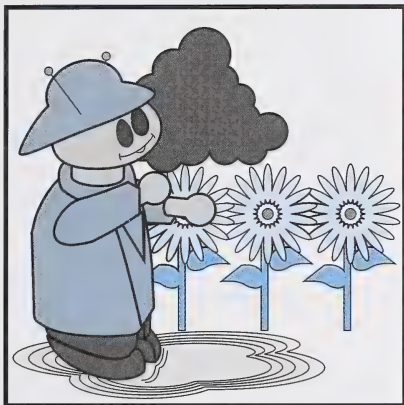
Activities

Home Instructor's Script

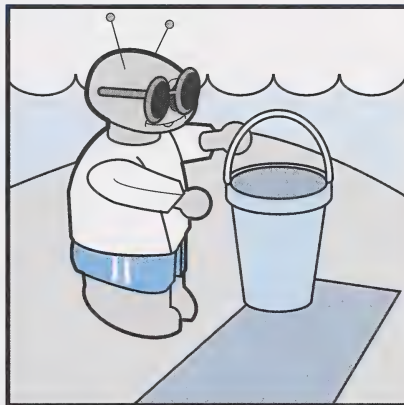


Begin with the following questions:

Do you remember the four seasons?



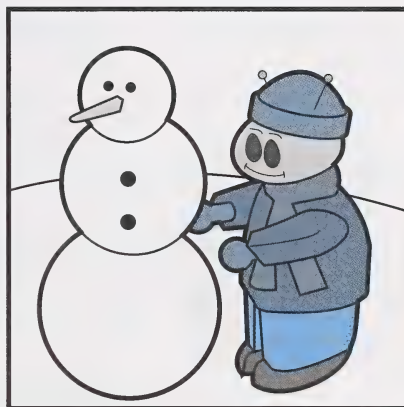
spring



summer



fall



winter

Families change over the years, but they also make changes each season.

Does your family rake leaves in the fall?

Do you get out warmer clothes when winter weather comes?

Do you go on a vacation in the summer?

Day 11 • Families Change

Think about the changes your family makes for each season.

How do you get ready for winter? Spring? Summer? Fall?

Take out two sheets of unlined paper. Ask your student to fold each paper in half and then open it up again. Use each half-page to print the name of a season, a sentence about changes the student's family makes for that season, and a picture to illustrate that change.

spring We plant a garden. 	summer We go on a vacation. 	fall We get out heavier clothes. 	winter
---	---	--	--------

Focus for Today

Materials

Thematic Assignment Booklet



Observe your student's **speech development**. Preview Day 11: Learning Log in Thematic Assignment Booklet 5B for the skills to observe.

Language Arts

Time recommended: 35 minutes

Word Study

Introduce the two new high-frequency words **other** and **another**. Print them on coloured index cards. Show your student each card. If the student recognizes the words, put the index cards into the New Word Box and have the student select two other words to study.

If the student does not recognize the words immediately, do the following activities:

- Review the “th” sound and the “er” sound, and underline these letter combinations in each word.

oth er

another

- Clap and mark the beats, or syllables, and then print both words on a piece of paper or chalkboard and compare the differences.

oth er

an oth er

Ask your student what has been changed in the second word. Underline the part that has been added. Now the student can sound out the word.

Materials

Home Instructor's Manual



For more practice with the words, choose an activity from the Word-Study Teaching Notes from the Appendix of the Home Instructor's Manual

After your student has practised the words, put the cards into the New Word Box for practice later today. When the words are recognized easily, the cards may be transferred to the student's personal word box.

Materials

Collections Writing Dictionary



Remind your student to add any new words to the *Collections Writing Dictionary*.

Phonics

Review long and short vowel sounds in words. Begin as follows:

How do you know when the vowel will have the long sound and when it will have the short sound?

If your student cannot tell why a vowel is long or short, do some review.

Super e

When there is an **e** at the end of a word, the **e** will usually make the vowel before it long by making it say its own name.

Imagine that the **e** reaches over and taps the other vowel on the head and the vowel says its own name, as in the word **like**.



Two Vowels Walking

When two vowels go walking,
The first one does the talking,
And it usually says its name.
The second one says nothing at all.



Short Vowel Words

When there is only one vowel between two consonants in a word, the vowel will usually have the short sound of that letter.

Look at the word **sit**.

s i t

vowel

consonant

consonant

Print the following word pairs on a piece of paper or a chalkboard.
Ask the student which word of each pair has a long vowel sound.

meal Ben

sell bite

Mel bean

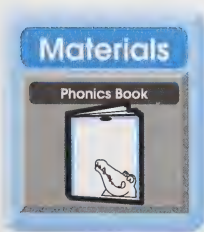
seal bit

Is your student able to tell you why a word has a long vowel sound?
Does the word have one of the following?

- a **super e** at the end of the word
- two vowels walking together

Turn to page 223 in *Level A: Modern Curriculum Press Phonics*.
Read the directions and ask your student to complete the page.
Remind the student to look carefully at the vowels and to decide
which word has the correct sound. Check the work. Have your
student make any necessary corrections. Re-mark any changes with
a different colour of pen.

After discussing the directions and naming any unfamiliar pictures,
assign page 224. Remind your student to do a neat job of printing.
This activity will be the printing assignment for today.



Materials

Student Folder



When the work is complete, label it with your student's full name and M5D11. Place the sheet in the Student Folder.

Printing

For more printing practice, your student will use the following “long e” words to make up short sentences. Focus on printing, not on making up an elaborate sentence. Print the sentences in the Printing Practice notebook.

feel

beans

deer

Remind the student to use

- good spacing between the words
- a capital letter at the beginning of the sentence
- a period or question mark at the end of the sentence



Playing a clarinet

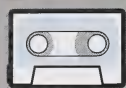
Music and Movement

Time recommended: 10–15 minutes

Review the names of the instrument families and ask your student to recall the names of some of the instruments in the string family.

Materials

Audiocassette



Look at the pictures that follow as you listen to the selection called “The Woodwind Family” from the audiocassette *The Orchestra*. If you have the book *The Orchestra*, you could look at that as well.



bassoon



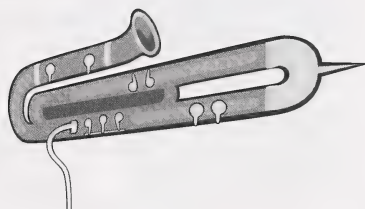
oboe



clarinet



piccolo



double bassoon



flute

Discuss which instruments might make the highest and lowest sounds in this group of instruments and reasons why. Rewind the tape to the beginning of the woodwind section. Listen to each instrument and discuss which has the highest and lowest sound, or **tone**.



Playing a flute

Language Arts

Time recommended: 35 minutes

Reading



Read "My Baby Brother" in the poetry book *Fathers, Mothers, Sisters, Brothers* to extend understanding of family changes. Discuss the fact that one of the changes families may face is the addition of a new child to the family.

Help the student read the title of the poem. Talk about what the poem could be about. Discuss any experiences with a baby.



Direct attention to the poem and ask the student to point to and identify any known words, such as the high-frequency words **my**, **so**, **and**, **is**, **are**, **black**, **up**, **two**, **like**, **it**, **when**, and **he**.

Read the poem together a few times with expression. Then compare the student's prediction to the actual poem.

How does the older brother feel about his baby brother?

Why do you think so?

What does the older brother say about the baby brother? (beautiful; perfect; tiny; skin soft and velvet brown; eyes dark and shiny; hair is black and curled tight; two new teeth, sharp and white; chews his toes; when he laughs, his dimples show)

What changes do you think might have happened in his house as a result of the new baby?

Have you had a new baby in your house?

If so, how did you feel about the baby?



If you haven't had a new baby in your house, how do you think you would feel if that happened? Why?

What does the word **perfect** mean?

What does the word **dimple** mean?



Do you know how old you were when you got your first baby tooth?

How many baby teeth does the baby have?

How many baby teeth do you have?

How many adult teeth do you have?

Think about when you were a baby. How have you changed since then?

What has changed about your body?



What kinds of things can you do now that you couldn't do a few years ago?

How do you think you will change?

Ask the student to read the poem alone a few times. Provide support as necessary, but encourage independent reading. Discuss how the student's voice and body movements can be used to show the feelings and actions of a character.

Journal Writing

Discuss family change as follows:

Sometimes changes happen in a family.

Families might move to a new home or have a new baby.

Family members grow up and move away from home.

People in families get married or get sick and sometimes people even die.

Can you think of any big changes in your family?





Help your student recall a change and talk about feelings when this change occurred. Ask the student to draw and write about the family change and the feelings that resulted.

When the journal page is finished, have the student read it to you. Label the page with the student's full name and M5D11, and then put it into the Student Folder.

Are you ready for lunch now?

What do you think a new baby in the family would have for lunch?

Silent Reading

Time recommended: 5–10 minutes

Both of you choose a book, magazine, or other favourite reading material. Many children's books deal with family changes. Refer to the list of Additional Resources at the beginning of this module booklet for suggested titles the student could read now.



Activities

Teaching Tip



Children often enjoy reading about characters that are the subject of several books. A series of books with the same character helps a child develop a deeper understanding of story characters.

When you read a book that features a familiar character, discuss how the character changes and yet remains the same in different stories. Let your student make predictions about the story based on what is known about the character.

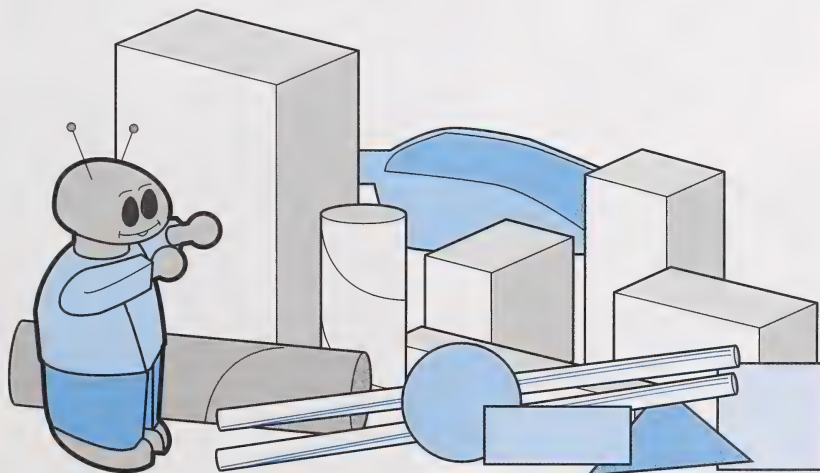
Favourite characters are a good way to start teaching children about authors as well. For example, you could mention that a book written by Mercer Mayer is about a Little Critter. When you are in the library, show your student how to find books by Mayer by looking at the first letter of the author's last name. Your student will be delighted to find more stories about the lovable Little Critter.

Other books with continuing characters your student may enjoy are the Franklin books by Paulette Bourgeois, the Frances books by Russell Hoban, the Arthur books by Marc Brown, and the Little Bear books by Else Minarik.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 11.



Project Time

Time recommended: 50 minutes

Discuss and role-play some family changes or a family move. Observe your student's speaking skills.

Project Choice 1: Family Play

Read the following scenarios and ask your student to choose one or two to act out. Your student may enjoy using dress-up clothes or other props. Stuffed animals or dolls could be family members or other students could join in.

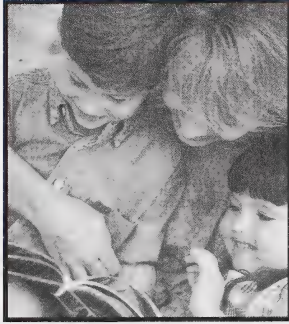
Be sure your play has a beginning, a middle, and an ending. If necessary, you can act as the **narrator**, but the student should do some speaking. You could prompt with questions such as "What happened next?" or "How did you feel about that?"

Practise the play now so it is ready to perform during Sharing Time.

Scenario 1

Your mom is bringing a new baby home from the hospital. Act out how you would get ready and what you would do when the baby got home. Talk about how you feel. How does Mom feel? How does Dad feel? How will you help? Do you think your responsibilities will change now? What other changes might happen in your family? Who will come to visit the baby?



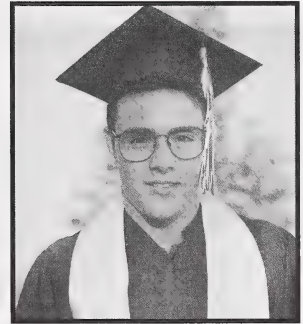


Scenario 2

Your family has to move to a new town because your mom has a new job. You will have to move into a new house and go to a new school. How will you get ready for the move? How do you feel about leaving your friends? What happens when you get to your new house? How do other family members feel?

Scenario 3

Your older brother has graduated from school and is moving away to go to college. How do you feel? What would you say to him? How does the rest of the family feel? Will your responsibilities change now that he is gone? Will someone else get his bedroom? What other changes might happen in the family?



Scenario 4

Your grandma is very sick and has to stay in the hospital. Your grandpa will be coming to live with you. How do you feel? What changes will have to be made in your family? How do other family members feel?

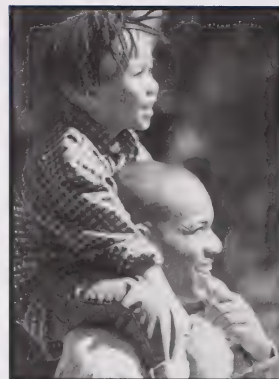
Scenario 5

You are allowed to get a new pet. How will you get ready for the pet? What will happen when the pet comes? How do you feel? What changes will you have to make? Will your responsibilities change?



Scenario 6

Your mom and dad have decided to live apart. Your dad will move to a new apartment, and you will visit him every weekend. How do you feel? What changes will have to be made? Will your responsibilities change now?



Scenario 7

Your little brother was riding his tricycle and was hit by a car. His leg was broken. He is in the hospital but is coming home today. His leg is in a cast and he needs a wheelchair to get around. How do you feel? What changes will your family have to make? How will you help?

Project Choice 2: Model Town

Explore what it would be like to move to a new town by setting up a model town and role-playing some activities with small toy figures.

Gather materials to set up a model town. Flatten a large cardboard box for the base. Draw streets with markers. Use building blocks or empty milk, juice, or cream cartons and small boxes to create houses, a school, a grocery store, a park, a library, a hospital, and whatever the child would like to put in the town.

Activities

Teaching Tip



To make peaked houses, use a cream container or cut around a milk carton about halfway up and slide the bottom of the carton inside the top part of the carton. Turn a milk carton on its side and cut the top off to make larger buildings or use other small boxes.

If you wish, the buildings can be covered in paper or painted with poster paint. Adding a bit of liquid dish soap will help the paint stick to waxed milk cartons.

Label the buildings with small slips of paper.

Use small toy figures to discuss and act out the following activities:

You have just arrived in your new home. What will you do first?



You have met a new friend. Where does this friend live? How will you get there?

You are going to a new school for the first time. How do you feel? Act out what you will do.



Your dad asked you to go to the grocery store for milk. How will you get there? What will you do?

You are going to the park with your grandmother. When you get there, you see some children you don't know. What will you do?



Your student may have other ideas to act out. Encourage imaginative stories about moving to a new town. The addition of toy cars and other small toys may encourage free play for extra language development on this theme.

You could suggest other family changes that could be acted out with the model town for additional development of this concept.

Enrichment (optional)

Draw a map of the town that you made. Help the student draw the streets, houses, and buildings. Include a simple map key for the symbols.

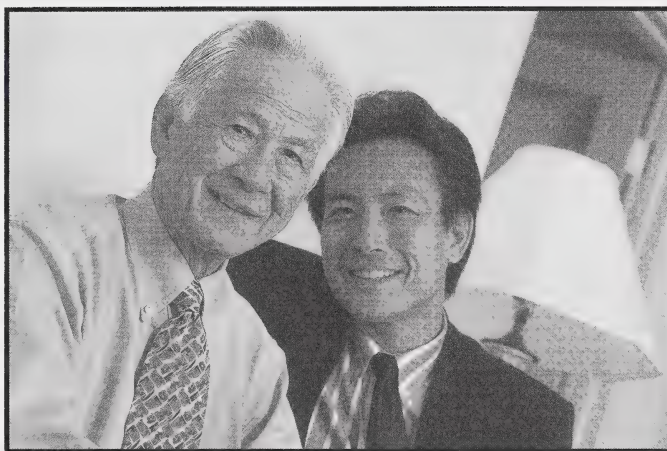
Sharing Time

Time recommended: flexible

Share the Calendar Time activity on seasonal changes and the Project Time play or model town.

Encourage the student to tell about some of the family changes that were discussed today. Audience members could share family changes they can remember and discuss the feelings they had at the time.

Discussion with grandparents or other seniors about family changes during their lifetime could also be a learning experience for the student.



Let's Look Back

Time recommended: flexible

As you talk about the activities of the day, ask some of the following questions:

Did you like talking about the different ways families can change?

Why do you say that?

Do you like sharing what you have learned with your family?

Give an example of how you shared what you learned.

Did you like the Project Time activity?

What would you like to have done differently?

What do you like to talk about? I will write it down for the teacher.

Materials

Thematic Assignment
Booklet



Turn in Thematic Assignment Booklet 5B to Day 11: Learning Log. Write down your student's comments and record your observations.

Story Time

Time recommended: flexible

There are several poems from the book *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman that deal with family changes. You could read the following:

- “Four Generations”
- “Sick Days”
- “Miss McGillicuddy”
- “My Father”
- “When I Grow Up”
- “Vacation”

Materials

Reading Resources



Have you learned a lot about family changes today?

Tomorrow you will talk about how you grow and change.

I Am Changing



Today your student will explore personal growth and change. The poem “Big Sister” from the book *Fathers, Mothers, Sisters, Brothers* will be read. Your student will be discussing the beginning, middle, and end of stories. This topic will continue as your student prepares a writing project about personal growth that shows before, now, and later.

The study of the instrument families continues with a discussion of the brass family. During the selections today, the student will listen for **changes** in music.

During Project Time your student will be making an art portfolio to save favourite art projects. There will be a choice of ways to decorate the folder.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 225 and 226
- Printing Practice notebook
- Points for Printers chart
- Thematic Assignment Booklet 5B – Day 12: Printing
- “Big Sister” in *Fathers, Mothers, Sisters, Brothers*
- *Collections Writing Dictionary*
- student’s baby book or baby photo album

Music and Movement

- “The Brass Family” from *The Orchestra* audiocassette

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 12.

Project Time

- poster paint
- foam tray or shallow container
- paper towel

Project Choice 1: Found-Object Printing

- assorted small utensils and household objects

Project Choice 2: Potato Printing

- potatoes
- knife (to be used by the adult only)

Project Choice 3: Sponge Printing

- household sponge

Let’s Look Back

- Thematic Assignment Booklet 5B – Day 12: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time

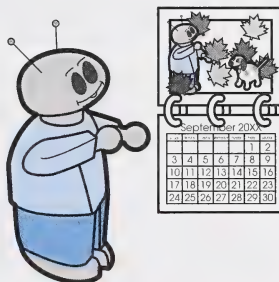


Calendar Time

Time recommended: 10 minutes

Continue with your individualized calendar program.

Also review counting backward and ask your student to count backward from today's calendar number to the number one.



Focus for Today

Materials

Thematic Assignment Booklet



The focus will be your student's **printing skills**. The student will have a chance to view previous printing samples, think about what improvements have been made, and set some goals. These goals will be kept in mind while completing a printing exercise. You will observe printing skills during Printing and Writer's Workshop. Preview Day 12: Learning Log in Thematic Assignment Booklet 5B.

Language Arts

Time recommended: 60 minutes

Spelling

Review the words **he**, **she**, **we**, **be**, **me**, and **you** for spelling practice today. Retest the words to be sure the student knows them. Practise any words the student is still having trouble with by printing the words on a chalkboard or piece of paper, reteaching the phonetic parts of the words, or spelling the words aloud.

Day 12 • I Am Changing

If your student knew these words on the pre-test on Day 3 and has chosen other words, practise those words now.

Remind the student of the expectation that these words must be spelled correctly in any written work—you are not just practising for the spelling test on Day 16.

Phonics

Your student will continue to work on the “long e” sound.

Review two ways of making the “long e” sound—**ee** and **ea**. Also review the “short e” sound and the rules for deciding when a sound is long and when it is short.

On a chalkboard or piece of paper, write some words with missing vowels and ask your student to fill in the vowels when you say the word. Some words you could use follow.

s _ _ _ d	(seed)
f _ _ _ l	(feel)
h _ _ _ t	(heat)
p _ n	(pen)
b _ _ _ ns	(beans)
t _ n	(ten)



Locate page 225 in *Level A: Modern Curriculum Press Phonics*. Read the instructions and assign page 225. Continue with page 226. Mark the pages for immediate feedback and have the student make any necessary corrections. Re-mark the pages with a different colour of pen.

Materials

Student Folder



When the pages are complete, label them with the student's full name and M5D12, and place them in the Student Folder.

Printing

Take out samples of your student's printing done earlier in the year. Compare it to a recent sample of printing from the Printing Practice notebook. Ask the student to look at the samples carefully and tell you what has improved in the printing.

Materials

Home Instructor's Manual



Review the Points for Printers chart from the Appendix of the Home Instructor's Manual. Now ask the student to look at the printing that was done on Day 11 in the Printing Practice notebook. Are there any letters or other skills that still need to be improved?

Ask your student to set a personal goal. Use the Points for Printers chart if the student has a hard time setting a goal. Ask questions like the following:

Are all your letters standing up straight?

Are all your letters sitting on the correct lines?

Activities

Home Instructor's Script



Continue this procedure with each point on the chart. You could also ask the student to circle any letters that are not printed correctly. Then discuss what is wrong with those letters and what needs to be done to make them better.



Materials

Thematic Assignment Booklet



Today your student will do a printing sample to send in to the teacher. Ask the student to complete Day 12: Printing from Thematic Assignment Booklet 5B. Remind the student to pay particular attention to the chosen goal.

Music and Movement

Time recommended: 10–15 minutes

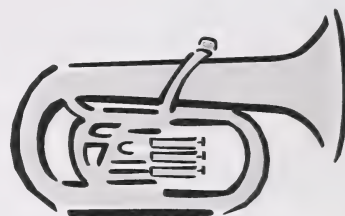
Today your student will be learning about the brass family of instruments. Prior to beginning your discussion of this family, review the four instrument families introduced on Day 9.



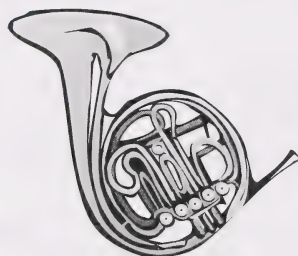
Play the section called “The Brass Family” from the audiocassette *The Orchestra*. Look at the pictures that follow.



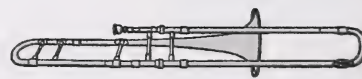
trumpet



tuba



French horn



trombone

Review the concept of change in music as follows:

Do you remember the different ways that music can sound?

Music can be fast or slow.

Rewind the tape and listen again to the trumpet selection “Concerto for Trumpet and Orchestra in E Flat Major.” Ask the student whether it was played quickly or slowly.

Listen to the French horn excerpt “Midsummer Night’s Dream” and ask whether it was played quickly or slowly.

Music can be loud or soft.

Listen to the selection for the trombone “Concerto for Trombone and Military Band.” Ask the student whether the music got louder or softer during the piece.

Music can be high or low.

Sometimes music changes during a song.

Music can start slowly and then get faster.

Music can start softly and get louder.

Advance the tape to the “Finale” section. Listen with the student for changes in the music. Does it get louder or softer? Does it get quicker or slower? Can you hear the music going from high notes to low notes?



Enrichment (optional)

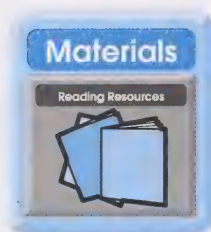
Listen to other favourite music to determine whether it is changing during the selections.



Language Arts

Time recommended: 60 minutes

Reading



Turn to “Big Sister” in the poetry book *Fathers, Mothers, Sisters, Brothers*.

Read the title and then discuss how the student feels about an older brother or sister. If there is no older sibling, challenge the student to imagine what it would be like to have one.

Direct attention to the poem and encourage the student to point out and say known words. Some high-frequency words that have already been studied are **I, have, she, is, and, on, up, to, her, that, but, do, not, what, or, see, each, two, and way.**

Then briefly talk about how the words **sister, taller, and older** end with the “bossy r.” Next, ask a question.

What do you predict this poem will be about?

Read the poem together a few times with expression.

Continue with the following questions.

How is your older sister or brother different from you? (Discuss social, physical, intellectual, and emotional changes.)

At one time, was your older brother or sister the same as you? (Compare social, physical, intellectual, and emotional changes.)

Why did your older sister or brother change?

Will you change?

As you get older, what changes would you like to happen? Why?

What changes would you not like to happen? Why?

Have you ever grown too big for something that you really liked? Tell me about it.



Writer's Workshop

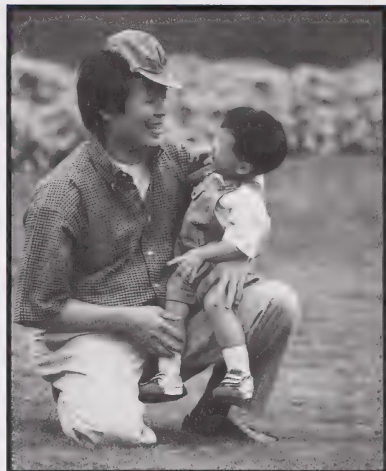
Take out the student's baby book or photo album. Talk about the things the student was able to do at various ages. Share stories and comments about his or her development and interests at different ages. Discuss physical changes.

Do you think you could walk and talk at this age?

What could you do?

Do you remember what you liked to do at this age?

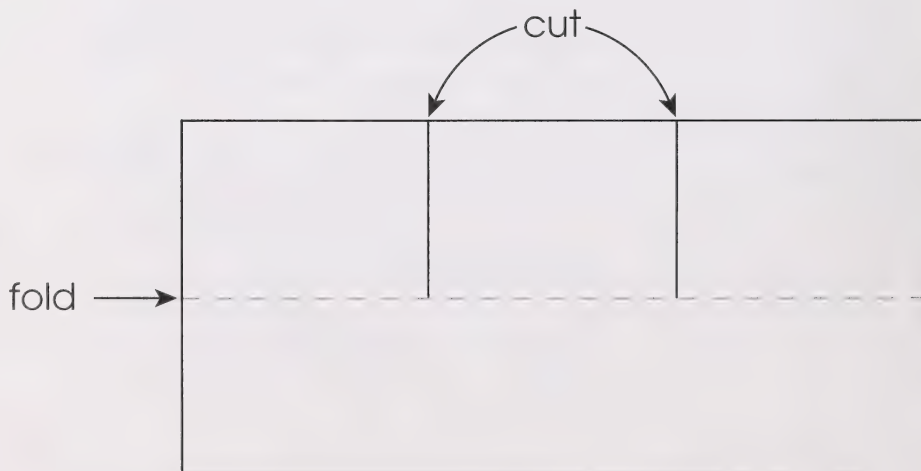
What has changed about how you looked then and how you look now?



Be sure the student understands that his or her physical growth, mental ability, and interests have all changed over the years. Ask the student to predict what changes will happen in the future.

Continue to discuss how the student has grown and changed as you make a flip-up page about personal changes.

Begin by folding a piece of paper lengthwise and then making cuts as shown.



Ask the student to write **Before** on the first flap, **Now** on the middle flap, and **Later** on the last flap.



Have the student open the first flap and write a short sentence about his or her babyhood or younger years. If there is room, a picture can also be drawn. Under the second flap, the student will write about a current interest or activity. Under the last flap, the child can make a prediction about future development.

Encourage your student to use word cards, charts, or the *Collections Writing Dictionary* to help spell words. Accept constructed spelling of unfamiliar words. Remember to observe printing skills as your student applies those skills in this writing activity.



When the activity is complete, ask the student to write his or her full name and M5D12 on the back. Place the work in the Student Folder.

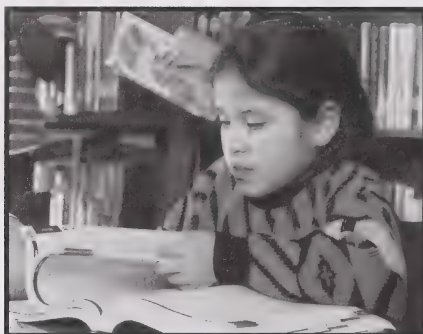
It's time for lunch.

Have your eating habits changed in the last year?

Silent Reading

Time recommended: 5–10 minutes

Invite other people to read at this time as well. Setting an example is very important. When the student sees others reading for enjoyment, it shows that everyone values reading.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 12.

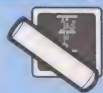
Project Time

Time recommended: 50 minutes

Today your student will make an art portfolio for keeping selected artwork. There will be a choice of ways to decorate the portfolio using prints.

Activities

Teaching Tip



An art portfolio is a flat case for storing artwork. Choosing items to save allows the student to do the following:

- value personal achievement
- self-evaluate work
- practise decision-making
- develop independence

pattern: a design that is repeated

Before choosing today's project, review the concept of **pattern**. Look around for examples of patterns in nature and on fabrics, furniture, tiles, floor coverings, dishes, and decorative objects.



cloth



brick



zebra

Prepare the art portfolio by folding a large sheet of Manila paper or heavy poster paper in half. The paper should be at least 51 cm by 60 cm to ensure that large drawing paper will fit inside the folder. Staple along the sides, leaving the top open.

When doing the following patterning activities, put sheets of folded paper towel in a foam tray or other shallow container. Put a small amount of paint on the paper towel to prevent drips. Use several colours in several different trays if you wish.

Tell the student to press the printing object onto the paint. When printing onto the practice paper or art portfolio, the student should press down and lift straight up to prevent smudges. Usually more than one print can be made before more paint is needed on the printing object.



Project Choice 1: Object Printing

Look for small utensils and objects that may make an interesting print. Following are some ideas you could try:

- spools
- potato masher
- pastry cutters
- small plastic items with interesting shapes
- screws, nuts, washers, chain links
- toy cars with textured wheels (“Drive” on the paper.)
- small plastic toys

Give the student time to experiment, plan a pleasing pattern on scrap paper, and then copy the pattern on the art portfolio.

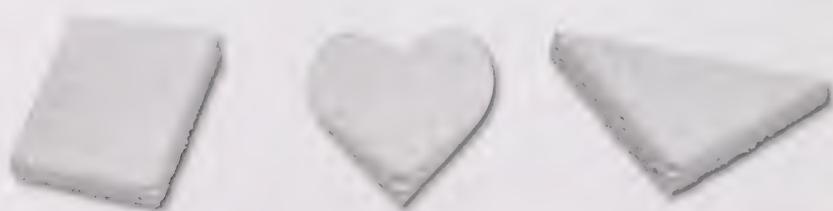
Project Choice 2: Potato Printing

Cut a raw potato in half. Carve a simple raised design of your student’s choice on each half. You could make additional designs using more potatoes. Have the student create a design as follows:

- Dip the potato into the paint tray to apply a small amount of paint. Use one colour per design for best results.
- Press the potato firmly on paper and pull straight up.
- Practise and plan a design on scrap paper.
- Print the final pattern onto the art portfolio.

Project Choice 3: Sponge Printing

Cut small shapes out of a sponge. Geometric shapes, hearts, and other simple shapes are easiest to cut. Follow the steps in Project Choice 2 to complete the activity.



Activities**Teaching Tip**

If you have saved your student's artwork from earlier this year, look through it with the him or her. Ask the student to choose several favourite projects to save. Ask why each particular piece was chosen.

You could also choose some of your favourite pieces of artwork or give comments about those that the student chose. Try to give feedback that relates to the art objectives.

For example, you may comment on use of colour, texture, space, pattern, shapes, proportion, overlapping, or details.

You could show the student how the artwork has changed and developed through the year as well. In what ways has his or her artwork improved?

Place the art projects you choose in the art portfolio. Add other artwork during the year as it is returned. At the end of the year, review the art projects and discuss your student's growth and development in art techniques.

Sharing Time

Time recommended: flexible

Share the activity from Writer's Workshop or the art portfolio. The student could also show some of the artwork in the portfolio, explain why these are favourite pieces, and invite comments from audience members.



Let's Look Back

Time recommended: 10 minutes

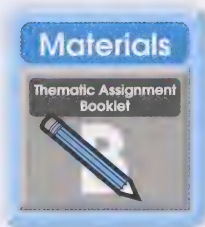
Encourage the student to discuss in general terms what was liked and disliked about the activities today. Ask questions about printing to learn more about attitudes and skills.

Do you like to practise your printing?

How do you think your printing has improved?

Do you remember to use the Points for Printers?

What are you going to work on in your printing?



Turn to Thematic Assignment Booklet 5B, and complete Day 12: Learning Log.

Story Time

Time recommended: flexible

Read or reread a story chosen by the student.

What was your favourite activity today?

There will be more new things to do next day.

I'm Important, You're Important



Activities today focus on your student's uniqueness, his or her importance to the family, and the appreciation of other family members.

You'll use the story "I Have It" from *Swing In* to highlight the importance of working together, or co-operating.

Your student will examine the percussion instrument family and its role in the orchestra. The student will also make a simple percussion instrument.

Your project choices today will allow your student to make effective personal choices for current and future recognition of personal strengths, interests, and skills.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 227 and 228
- Printing Practice notebook
- "I Have It" in *Slide In*
- computer and card program (optional)
- *Collections Writing Dictionary*

Music and Movement

- "The Percussion Family" from *The Orchestra* audiocassette
- coffee can or other plastic container with a lid (optional)
- beans, rice, or popcorn (optional)
- glass or plastic container (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 13.

Project Time

Project Choice 1: Superstar

- Thematic Assignment Booklet 5B – Day 13: Superstar
- photograph of the student
- glitter, lace, or other trims (optional)
- hole punch and string (optional)

Project Choice 2: Time Capsule

- Thematic Assignment Booklet 5B – Day 13: Time Capsule
- sturdy container, such as a box, large cardboard tube, or cloth bag
- items to put in the time capsule

Let's Look Back

- Thematic Assignment Booklet 5B – Day 13: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

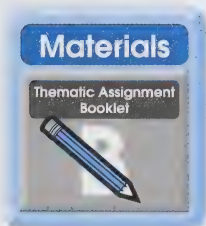
Time recommended: 10 minutes

Proceed with your individualized calendar routine.

Ask your student to count backwards from today's calendar date to the first day of the month. To do more work with number patterns, review how to count by twos or **skip count**. Show the student how to say a number, skip the next number, and say the third one. You could cover the number you want to skip with a small piece of paper until your student understands the process.

Start with the number 2 and say the even numbers, or start with the number 1 and say the odd numbers. Working with number patterns helps the student notice patterns in other mathematical activities.

Focus for Today



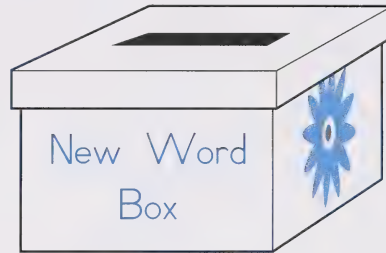
Observe your student's **independence in reading** and notice strategies used to figure out words. Check sight word progress and observe attitude toward independent reading. Preview Day 13: Learning Log in Thematic Assignment Booklet 5B.



Language Arts

Time recommended: 35 minutes

Word Study

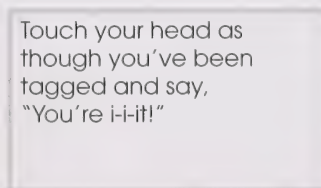


Introduce the two new high-frequency words **why** and **which** and review the words **my** and **by** as follows:

- Print the words **which** and **why** on coloured index cards. Show the cards to your student. If the words are recognized by sight, place them in the personal word bank and have the student select two new words to study. If your student needs practice with the words, print them on a chalkboard or a piece of paper.
- Look at the beginning sound in the word **which**. Remind the student that it is the “whistle sound.” Purse your lips as you would to whistle. Underline the **wh** combination.
- Examine the other parts of the word. Does the student see the **ch** combination? Underline it, too, and ask the student to try to put the sounds together to sound out the word.

wh i ch

- Review that the letter **i** in the word **which** has a “short i” sound, like in the key word **it**, and the action “You’re it!”



- Look at the word **why**. Ask what combination is at the beginning of the word. Underline the **wh**. Print the words **my** and **by** under **why**, and then question as follows:

why
my
by

What sound does the letter **y** make in **by** and **my**?

What sound do you think it is making in this word? (Point to the word **why** and let the student sound out the word.)

Activities

Home Instructor's Script



Materials

Home Instructor's Manual



For additional practice, choose activities from the Word-Study Teaching Notes from the Appendix of the Home Instructor's Manual.

Review the words from the personal word bank and jot down the number of words the student has mastered. You will need the number for today's Learning Log. If your student has forgotten some of the words, put them back into the New Word Box for further practice.

Remind the student to print any new words in the *Collections Writing Dictionary*.

Phonics

Materials

Home Instructor's Manual



Today your student will spell words with the long and short sounds of **e**. Review the two sounds. Refer to the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual to review **ee** and **ea**, the two forms of "long e."

Say the following words and have the student print them on a piece of paper or on the chalkboard.

keep
bee

seal
web

hen
teeth

meat
feet

Materials

Phonics Book

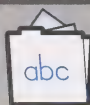


Remind the student to listen for the beginning sound and write it, then write the middle vowel sound, and then write the ending sound. Comment about any problems the student encountered with spelling these words in the Learning Log. Now assign page 227 in *Level A: Modern Curriculum Press Phonics*.

When the student has completed page 227, turn to page 228. Quickly review the long vowel sounds and name any unfamiliar pictures. Encourage your student to complete the page independently. Mark the pages and guide the necessary corrections. Re-mark the page with a different colour of pen.

Materials

Student Folder



Label page 227 with the student's full name and M5D13, and place it in the Student Folder.



Printing

Ask the student to choose six words with the "long e" or "short e" sound from page 227 of *Level A: Modern Curriculum Press Phonics*.

The student will practise printing these words in the Printing Practice notebook. Print each word two or three times.

Materials

Phonics Book



Music and Movement

Time recommended: 10–15 minutes

Today's topic is the percussion family. Begin the discussion as follows:

Do you know how the sound is made with percussion instruments? (by one item **striking** another or by **shaking**)

Do you remember the names of any percussion instruments?

Look at the following pictures of percussion instruments and help the student name them. Ask how the sound is made on each.



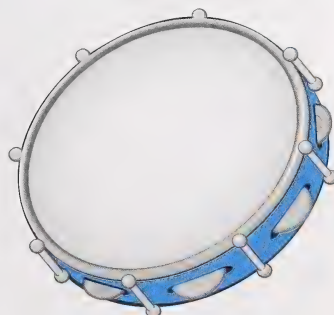
drums



cymbals



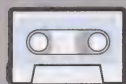
maracas



tambourine

Materials

Audiocassette



Take out the audiocassette *The Orchestra* and listen to “The Percussion Family.” Use the pictures to help identify the instruments as the student listens.

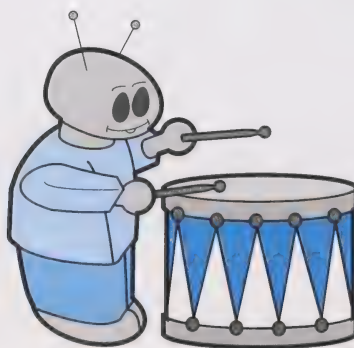
Ask your student to listen to how the percussion instruments keep the beat in the music. If necessary, rewind the tape and listen to the percussion instruments again. Ask the following question:

What is the most important job of the percussion instruments? (They keep the beat, or **rhythm**, of the music.)

Help the student make one of the following simple percussion instruments:

- Use an empty coffee can or plastic container with a plastic lid to make a simple drum.
- Turn over a large can, pot, or plastic container and hit the bottom with a wooden spoon.
- Put beans, rice, or popping corn into a jar, plastic container, or can. Shake it like a maraca.
- Bang together two pot lids like cymbals.

Have the student choose some music and keep the beat with the percussion instrument. Experiment with homemade percussion instruments in future Music and Movement activities as well.



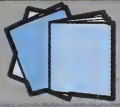
Language Arts

Time recommended: 60 minutes

Reading

Materials

Reading Resources



Find the story “I Have It” in the anthology *Swing In*. Do not read the title or discuss the story, as you will be observing your student’s independent reading skills today.

Give the student time to look through the pictures, and then use the following script to prepare for reading:

Today you are going to read this story to me.

You will read the words by yourself.

Look through the story and then point to and say all the words you know. (High-frequency words that the student has already studied are **I**, **have**, **has**, **can**, **at**, **we**, **made**, and **it**.)

Remember your known words and phonics skills. Use the pictures to help with words you don’t know.

First read the title.



Have the student read the story. Then ask the following questions to check comprehension:

What were the children making in the story?
(a picture of a dinosaur)

How did they co-operate or work together?
(They talked and shared materials.)

What kind of materials did they use to make the picture? (crayons, paint, scissors, glue, markers)

Ask the student to reread the story, again observing strategies used to read the words. Also notice the student's reading fluency. Then continue your discussion.

The children are working together in the story.

What do you think would happen if some of the children didn't do their job or share their materials?

Sometimes your family works together to do jobs.



Can you think of a time when your family worked together?

What would happen if your family didn't work together and share?

All the members of your family have to work together, just like the children in the story.

You are important to your family, and the jobs you do help your family.

As you get older, you will be able to help even more.



Journal Writing

Discuss your student's importance to the family. Think of some special qualities that the student might add to the family.

Do you remember ever talking about family responsibilities?

What are your responsibilities?

Do you think it is important for you to do your jobs?

How do you feel when you do your jobs?

Helping each other is important, too.

How do you feel when you help your brothers or sisters or other family members?

In what ways do you think you are special to your family?



If your student has difficulty thinking of ideas, offer a few suggestions.

Ask your student to write about why he or she is special and important to the family. Then label the page with the student's name and M5D13, and place it in the Student Folder.



Enrichment (optional)

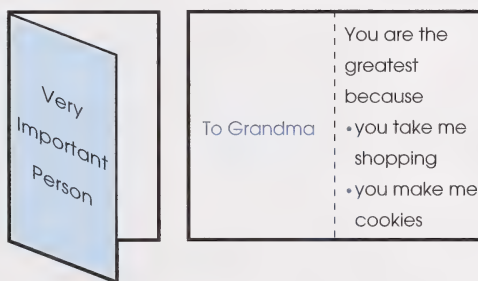
Choose a person and make a Very Important Person card for that individual. The student could choose someone from the immediate family, someone from the extended family, a friend, or any person who is important in his or her life.

Have your student brainstorm reasons why this person is special. The student may mention some of the following items:

- specific qualities of the person
- special times the student has had with the person
- some of the person's likes and dislikes
- what it is that makes this person special

Jot down some key words for the student to use.

Prepare a card by folding unlined paper or construction paper in half. On the front of the card, the student can print **Very Important Person**. Encourage him or her to use colourful lettering and decorate the front with a pattern, frame, picture, or other details.



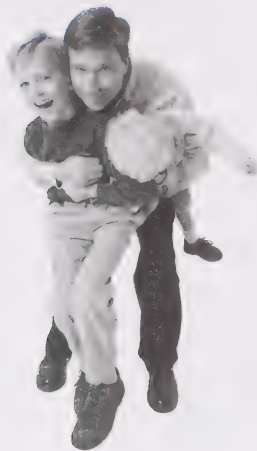
On the inside of the card, have the student write the special person's name and why that person is special. Use ideas from your brainstorming. Write in **point form** or in a **list**. Introduce this format, explaining that when you make a list or write something in point form, you do not need complete sentences.

Encourage the student to decorate the card, sign it, and prepare it for mailing if necessary.

If you have a computer with a program to create cards, you could use it. Provide guidance as needed.

Are you ready for lunch?

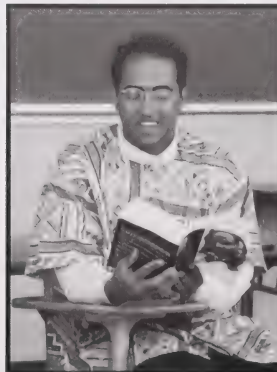
Before you go, tell three reasons
why your home instructor is
important to you.



Silent Reading

Time recommended: 5–10 minutes

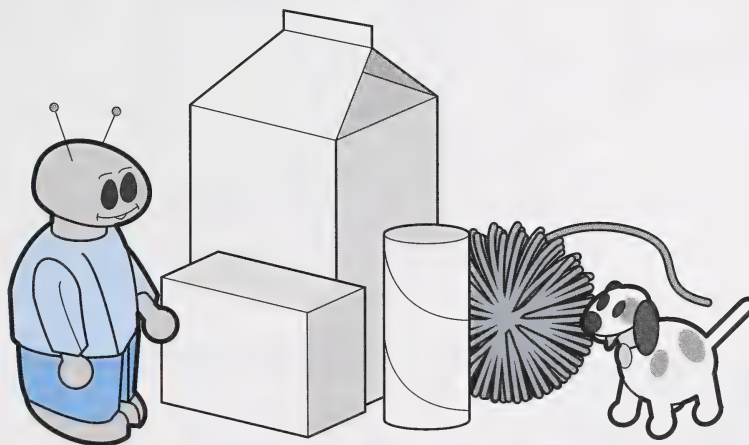
Choose favourite reading material and enjoy quiet reading. Perhaps your student would enjoy rereading some stories from one of the anthologies today.



Math Time

Time recommended: 10 minutes

Proceed with Mathematics Module 5, Day 13.



Project Time

Time recommended: 50 minutes

Both project choices will enhance your student's feelings of self-worth and importance. The student will focus on personal strengths and uniqueness.

Challenge your student to think of words that can be used to describe qualities in a person. Brainstorm for such words. Read the list together and help your student pick out words that describe unique characteristics. Some examples follow:

kind
neat
quiet
clean
smart

brave
polite
artistic
active
happy

helpful
friendly
persistent
enthusiastic
respectable



friendly



artistic

Materials

Thematic Assignment
Booklet

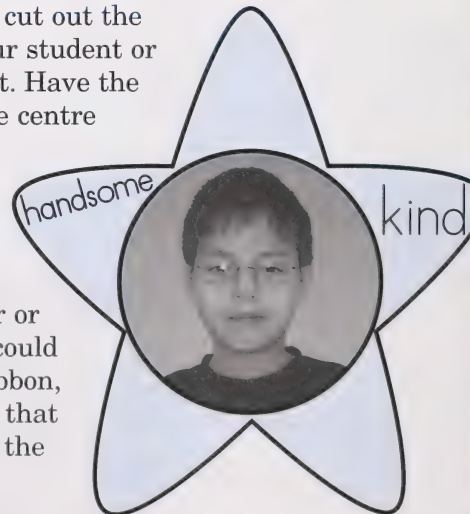


Project Choice 1: Superstar

Turn to Thematic Assignment Booklet 5B, and follow the directions for Day 13: Superstar.

Ask the student to colour and cut out the star. Find a small photo of your student or a larger one that you could cut. Have the student glue the picture in the centre of the star and print a word that tells a personal compliment on each point of the star.

Glue the star on Manila paper or light cardboard. The student could decorate the star with lace, ribbon, glitter, or any other materials that are available. Punch a hole in the top to hang the star.



Project Choice 2: Time Capsule

Explain to the student that a time capsule is a way of saving today's ideas and objects to view in the future. Tell the student how people mark special occasions by storing such items in a safe container and place. Your time capsule will be about current interests, friends, and characteristics.

Materials

Thematic Assignment
Booklet



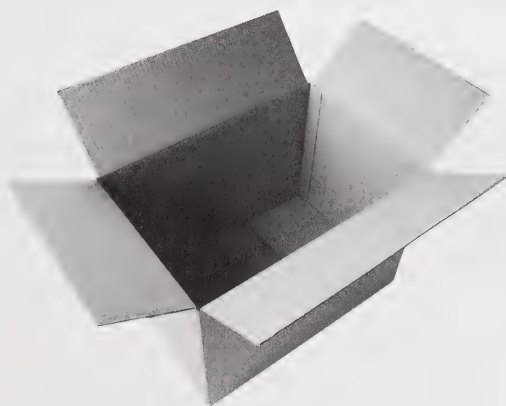
Turn to Thematic Assignment Booklet 5B, and follow the directions for Day 13: Time Capsule. You could do all the printing or you and your student could take turns.

If the student has a hard time thinking of four descriptive words, check your list at the beginning of Project Time for ideas.

Gather several of the following items to include in your time capsule:

- a current photograph of the student
- a traced footprint and handprint
- a family photo
- the front page from a local newspaper
- a craft done by the student
- a drawing or painting
- a souvenir or keepsake from a recent trip or family activity
- anything else your student would like to include

Place the items in a sturdy container and store it in a safe place. In several years, you'll both enjoy looking at the collection.



Sharing Time

Time recommended: flexible

The student could share the Journal Writing activity. If the card was for a person in your audience, the student may read the card and present it to the Very Important Person.

Share your Superstar or Time Capsule project. Perhaps others would like to prepare a time capsule or contribute to the student's collection. Perhaps the student's family would like to make a family time capsule.

Let's Look Back

Time recommended: 10 minutes

Discuss today's activities and find out more about your student's attitude toward reading independently with the following questions:

What did you like about reading the selection "I Have It" today?

What was hard for you?

Which do you prefer, reading by yourself or being read to?

How do you figure out a new word when you come to it in a story?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B, and complete Day 13: Learning Log.

Story Time

Time recommended: flexible

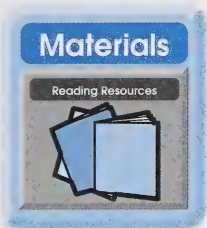
You could read some of the following books that deal with children's feelings of self-worth:

- *Chester's Way* by Kevin Henkes
- *Bright Eyes, Brown Skin* by C. W. Hudson and B. G. Ford
- *I'm Terrific* by Marjorie Weiman Sharmat
- *Amazing Grace* by Mary Hoffman



How do you feel about today's activities?

Next day you'll learn more about feelings.



My Feelings

Today's topic is feelings. Your student will do the following:

- name and list different feelings
- write words that express feelings
- write a booklet about feelings
- discuss how music affects emotions
- build on the self-worth theme from Day 13
- identify appropriate ways of expressing feelings



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 229 and 230
- *Collections Writing Dictionary*

Music and Movement

- “Four Hugs a Day” from the audiocassette *10 Carrot Diamond*
- “The String Family,” “The Percussion Family,” and “The Woodwind Family” from *The Orchestra* audiocassette
- Thematic Assignment Booklet 5B – Day 14: Music Skills

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 14.

Project Time

Project Choice 1: Feelings Wheel

- Thematic Assignment Booklet 5B – Day 14: Feelings Wheel
- paper rivet

Project Choice 2: Feelings Puppets

- glass or cup for tracing circles
- six craft sticks or dowels

Let's Look Back

- Thematic Assignment Booklet 5B – Day 14: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized Calendar Time routine.

You could also review number patterns, such as **skip counting** by twos. Using the same procedure as in Day 13, have the student count alternate numbers starting at 1 or 2. Cover the alternate numbers if necessary.

Materials

Thematic Assignment Booklet



Focus for Today

Observe the student's **development in music** in both attitude and skill. Preview Day 14: Learning Log in Thematic Assignment Booklet 5B.

Language Arts

Time recommended: 35 minutes

Word Study



Introduce the three new high-frequency words **get**, **well**, and **went** on coloured index cards. If the student recognizes the words automatically, place the cards into the personal word bank and have the student select two theme words to study.

Choose theme words from recent reading material, feeling words discussed earlier, or other words of the student's choice.

If any words need further practice, print them on a chalkboard or a sheet of paper and proceed as follows:

- Ask the student to look carefully at the words. All three have the same vowel. Check what the student remembers about the “long” and “short” generalizations from Day 11. Ask what sound the letter **e** makes in these words.
- If it helps your student remember, use the short vowel symbol.

gĕt

wĕll

wĕnt

- Observe the position of your mouth and tongue in a mirror as you say this sound.
- Suggest that the student sound out the words using the “short e” sound, as in **elephant**.
- For extra practice, the student could also do the following:
 - Print words that rhyme with today’s words.
 - Find the words in a poem or story.
 - Print sentences with the words underlined or written in a different colour.

Put the index cards into the New Word Box for further practice. When the student recognizes these words easily, transfer the cards to the personal word bank.

Remind the student to print any new words in the *Collections Writing Dictionary*.

Phonics

Review the long and short vowel sounds of **a**, **i**, **o**, **u**, and **e**. On a chalkboard or sheet of paper, print the following words:

tape

cap

mitt

kite

pot

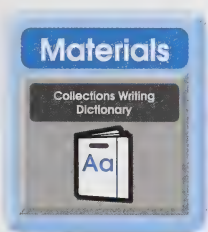
boat

tub

mule

tree

bed



Day 14 • My Feelings

Point out that these words contain long and short vowel sounds. Review the long and short vowel generalizations from Day 11. If the student experiences difficulty, repeat the instructions from Day 11.

Ask the student to look at each word, determine whether it has a long or short vowel, and sound out the word. If the student has difficulty with this, use the following markings to help decode each word.

- with **super e** words

cone

- with **two vowels walking**

beat

- with **short vowels**

sat

Observe in a mirror the difference in the position of your mouth and tongue as you say the long and short vowel sounds.

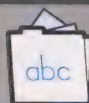
Materials

Phonics Book



Materials

Student Folder

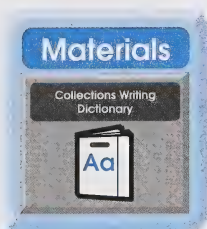


Turn to *Level A: Modern Curriculum Press Phonics*. Explain the directions for pages 229 and 230. Encourage the student to complete the pages independently. Check both pages and have the student do any corrections. Re-mark the pages with a different colour of pen.

If the student experiences difficulties, look at any problem words and have the student observe in a mirror the position of the mouth and tongue when saying each sound.

Label page 229 with the student's full name and M5D14, and place the page in the Student Folder.

Printing



Have the student print the following feeling words in the *Collections Writing Dictionary*.

happy angry grouchy love afraid

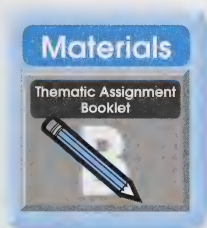
Remind your student to look at the first letter of each word, find that letter in the *Collections Writing Dictionary*, and then print the word neatly on the correct page.

Music and Movement

Time recommended: 10–15 minutes



Set out the audiocassettes *10 Carrot Diamond* by Charlotte Diamond and *The Orchestra* with Peter Ustinov. Listen to “Four Hugs a Day,” “The String Family,” “The Percussion Family,” and “The Woodwind Family” as you complete the following assignment.



Turn to Thematic Assignment Booklet 5B, and follow the instructions to complete Day 14: Music Skills.

Language Arts

Time recommended: 60 minutes

Reading



We're going to talk more about feelings.

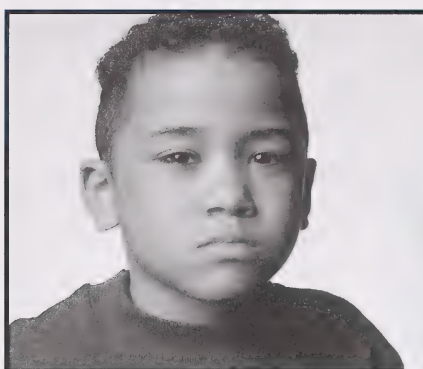
Earlier in this module, we talked about feelings toward family members.

We talked about loving and caring for each other.

In the song from Day 1, "Why Do I Have a Sister?," we discussed times when you might feel annoyed with family members.

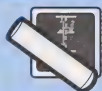
Everyone has many different feelings.

Think of some emotions and I will write them on a chart. How many different feelings can you name?



Activities

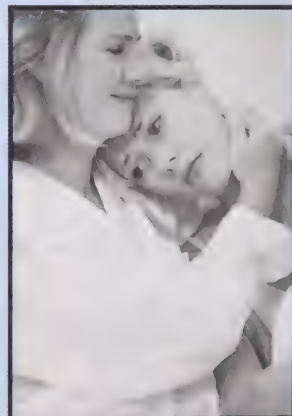
Teaching Tip



During your discussion, emphasize that all people have feelings and some of these feelings may be negative. Everyone may feel angry, sad, jealous, or discouraged at times. Let your student know that it is natural to have those feelings; no one is happy all the time.

Point out that there are appropriate and inappropriate ways to express negative feelings. In order to develop into a healthy person, a child must learn to express anger or jealousy in a way that is acceptable to the rest of the family and to society in general. For example, the child may ask a sibling to stop an annoying behaviour, but the child may not hit the sibling.

Try to suggest appropriate ways to express feelings. Encourage the student to think about the consequences of actions and how other people might feel.



Print the title **Feelings** at the top of a piece of paper. As your student thinks of various feelings, print descriptive words on the paper. Talk aloud about the writing process as you print. Encourage the student to print known letters and words whenever possible. Draw a small face beside each word to illustrate the feeling.



Offer suggestions that extend vocabulary by helping the student think of some less common feelings.

How do you feel when you do something well or do something you couldn't do before?

(proud)

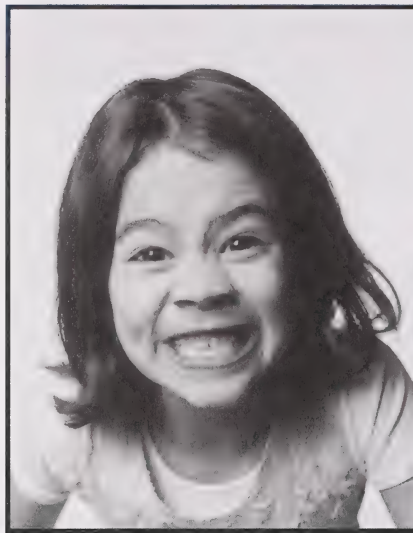
How do you feel when you don't get your way or don't get what you want? (sulky, irate, furious, accepting)

What word tells how you would feel if you were **ill-tempered**? (grouchy, irritable)

In the story *Cinderella*, how did the stepsisters feel toward Cinderella because she was beautiful and they weren't? (jealous, envious)

How would you feel if you were all alone and you missed your family? (lonely, forlorn)

If you were performing a song or play for a lot of strangers, how might you feel? (nervous)



Add any other feeling words you or your student can think of. Read the words on the chart together, or encourage the student to read independently if he or she is ready. As you continue to work on this theme, add more words to your chart.

Writer's Workshop

Let's read the words on your Feelings chart again.

Are there any other words you would like to add to the chart?

You will use a sentence pattern to write about some feelings you have and what you do when you feel that way.

Print the following sentence pattern on a chalkboard or a piece of paper.

When I feel _____, I _____.


Help the student use this sentence pattern to write and draw about different feelings and reactions to those feelings.

- Choose a word from the Feelings chart. Discuss it and make up a sentence together, as in this example.

When I feel sad, I cry.

- Prepare at least two letter-sized papers by cutting them in half. On one half page, print **My Feelings** and the student's name.
- On each of the other halves, print the sentence pattern, a feeling word, and a reaction word.

My Feelings
by
_____ student's full name _____

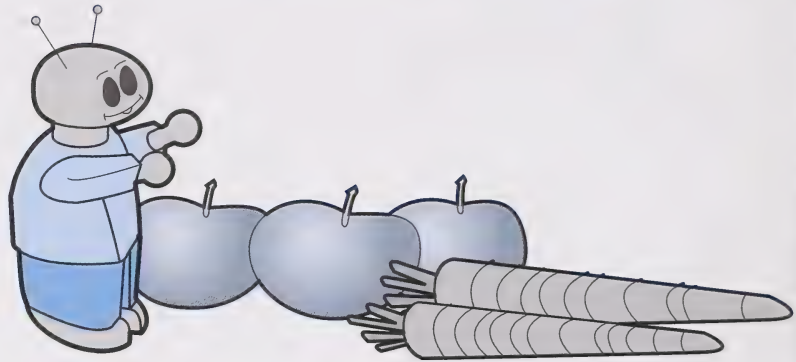
 <p>When I am sad, I cry.</p>	<p>When I am _____, I _____.</p>
--	--------------------------------------



- Draw a picture that reflects each feeling. **Note:** If the student experiences difficulty, model each feeling on your face and demonstrate how you could draw it. How could you draw the mouth? What about the eyes? Check the Art section of the Home Instructor's Manual for guidance.
- Print at least three sentences. Then staple the halves together to make a booklet.
- Label the back with the student's name and M5D14, and place the booklet in the Student Folder.

It's lunchtime!

What have you learned about feelings this morning?



Silent Reading

Time recommended: 30 minutes

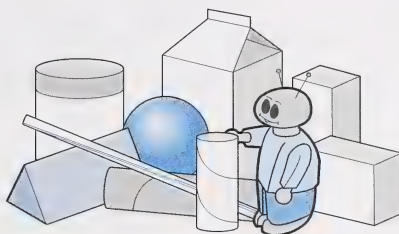
Use this time to read a book, magazine, or other reading material.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 4, Day 14.



Project Time

Time recommended: 50 minutes

Either project today will extend your student's understanding of feelings and encourage thinking about personal reactions to particular situations. Choose a project, complete it, and then follow the directions listed after Project Choice 2.

Project Choice 1: Feelings Wheel

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 14: Feelings Wheel.

Project Choice 2: Feelings Puppets

Trace six circles around a cup or glass on Manila paper or light cardboard. Cut out each circle. Ask the student to write the words **scared**, **happy**, **angry**, **nervous**, **proud**, and **sad** on small slips of paper.

Attach a feeling word to each circle and have the student draw a face to go with the feeling. Tape or glue a craft stick or dowel to the back of each face to make a stick puppet.

Your student might choose to include either the Feelings Wheel or Puppets with the Assignment Booklet for the teacher to see on Day 18.

Project Follow-up

After making the wheel or puppets, read the situations that follow and ask the student to show personal feelings on the wheel or with a puppet.

Be sure the student understands there is no right or wrong answer, and different people may have different feelings in the same situation. You could discuss appropriate ways to express emotions in given situations.

- I went to stay overnight at my best friend's house.
- I fell and hurt myself.
- I heard a strange noise at night.
- I lost my favourite toy.
- I got a gift in the mail.
- Someone teased me.
- I got all my spelling words right on a test.
- I lost my money when I went to a shopping mall.
- I had to go to the hospital and stay overnight.
- A child at the playground hit me.
- I really wanted a new bike, but I couldn't have one.
- My sister and I had an argument over a toy.
- I was going to present a play to the whole community.

Take turns thinking of other situations and showing personal feelings. It may surprise the student when your answers are different.

Sharing Time

Time recommended: flexible

Today the student could read the booklet about feelings made during Writer's Workshop. Encourage your student to speak slowly and clearly and to use expression when reading for an audience.

The student could also share the Project Time activity. Audience members could describe situations for the student to respond to or tell about their own feelings on each issue.

Let's Look Back

Time recommended: 10 minutes

Discuss the following questions to discover your student's attitude toward music.

Do you like listening to the orchestra music on the cassette?

Which of the instrument families do you like to listen to most?

Can you recognize the instrument families when you hear them on the cassette?

Do you like to make your own instruments and play them?

Do you like to sing songs?

What type of music do you enjoy the most?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 14: Learning Log. Use the information from Day 14: Music Skills.

Story Time

Time recommended: flexible

You could read a story about children's feelings to lead to more discussion about feelings and responses to emotions. The Franklin books by Paulette Bourgeois are possibilities.



That's all for today.

**On Day 15 you will learn more
about feelings.**

Family Feelings

In Day 14, you discussed the student's personal feelings. Today you'll talk about feelings of other family members and examine simple conflict-resolution techniques for families.



Is this a good way to solve a disagreement?

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Learning

- *Level A: Modern Curriculum Press Phonics*, pages 231 and 232
- My Feelings booklet from Day 14
- Feelings chart from Day 14
- Thematic Assignment Booklet 5B
 - Day 15: Problem-Solving Chart
 - Day 15: Problem-Solving Map
- *Collections Writing Dictionary*

Music and Movement

- audiocassette *10 Carrot Diamond*
- audiocassette player

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 15.

Project Time

- Problem-Solving chart from Writer's Workshop

Project Choice 2: Conflict-Solving Role Play

- Thematic Assignment Booklet 5B
 - Day 15: Role-Play Cards
- props, dress-up clothes, stuffed toys or dolls (optional)

Let's Look Back

- Thematic Assignment Booklet 5B
 - Day 15: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized calendar routine.

Materials

Thematic Assignment Booklet



Focus for Today

Observe your student's **personal development** today.
Preview Day 15: Learning Log in Thematic Assignment Booklet 5B.

Language Learning

Time recommended: 35 minutes

Word Study

Print the high-frequency words **just** and **must** on coloured index cards and show them to your student. If the student recognizes the words immediately, place them in the personal word bank and have the student select two new theme words to study. Print these words on white index cards.

If further practice is needed, print the words on a piece of paper or chalkboard. Tell the student to look carefully at the words. Then ask the questions that follow:

Do these words look alike in any way?

What is different about them?

The student should realize that the words have the same ending and are rhyming words. To emphasize this point, print the beginning sounds in different colours.

just

must

Activities

Home Instructor's Script



Day 15 • Family Feelings

Ask the student to sound out the ending and then blend the beginning sounds to say the new words. Brainstorm for other words that rhyme and add them to a list (for example, **dust**, **rust**, and **gust**.)

Materials

Home Instructor's Manual



If the student needs additional practice, choose another activity from the Word-Study Teaching Notes found in the Appendix of the Home Instructor's Manual.

Materials

Collections Writing Dictionary



Remind the student to add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

Review the long vowel sounds as follows:

- Print the following combinations on a chalkboard or paper.

ai
ee

ay
oa

ea
ow (as in slow)

- Ask your student what sound each vowel combination makes.
- Say the following words and ask your student to print them, referring to the vowel combinations as necessary.

pail **day** **boat** **bee** **leap** **low**

- Remind the student that long vowels also occur when there is a **silent** or **super e** at the end of a word. Say the following words and ask the student to print them. Help as necessary.

bake **kite** **cube** **bone**

Note: Although these words are not among the six high-frequency words assigned in this module for spelling mastery, they are words that are spelled phonetically. For this activity, encourage your student to make a best effort to use the phonics rules he or she has already learned.

Materials

Collections Writing Dictionary



Acknowledge the words the student can spell and help with any that didn't turn out right. Record all words in the *Collections Writing Dictionary*

Turn to page 231 in *Level A: Modern Curriculum Press Phonics*. Help read the instructions. Then let the student try the page independently and refer to the vowel combinations written earlier for help with the spelling. Point out that this is printing practice for the day, so the student is expected to print neatly.

Materials

Phonics Book



Next, explain page 232. You may have to do one or two examples before asking the child to proceed independently.

Check both pages, monitor corrections, and re-mark in a different colour of pen. Then label page 231 with the student's full name and M5D15, and place it in the Student Folder.

Materials

Student Folder

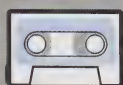


Music and Movement

Time recommended: 10–15 minutes

Materials

Audiocassette



Listen to “Four Hugs a Day” from the Charlette Diamond audiocassette *10 Carrot Diamond*. Encourage the student to join in with the words whenever possible. Review what feeling this song tells about and how listening to the song makes the student feel.

Day 15 • Family Feelings

Flip the cassette to Side Two and listen to “Why Did I Have A Sister?” Discuss the different feelings Charlotte Diamond sings about in each verse and how listening to the song makes the student feel.



Finally, listen to the song “Love Me for Who I Am.” Ask whether the student agrees with the idea in that song. Then conclude with these questions.

Which of these three songs is your favourite?

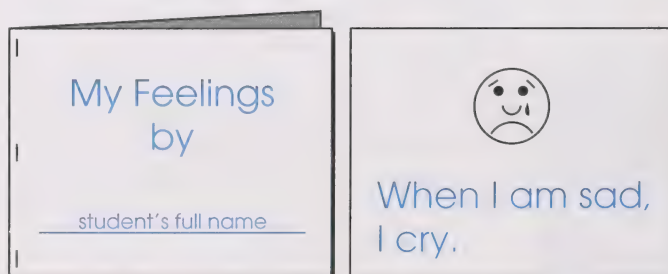
Why?

Language Learning

Time recommended: 60 minutes

Reading

Take out the booklet entitled My Feelings that was created during Writer’s Workshop in Day 14.



Together, read the title and name. Emphasize that the student is the author and illustrator of this booklet.

Have the student review the booklet and talk about the feelings and reactions expressed. Then ask the student to read the booklet. Help as necessary.

Discuss other times when the same feeling and reaction occurred. Discuss alternative reactions to the feeling as well.

On Day 14 you and your student made a Feelings chart. Read the feeling words on the chart and ask whether there are any other feeling words that you could now add.

As you continue to discuss feelings, focus on the idea that all family members have feelings. Since young children tend to be **egocentric**, it is often difficult for them to see the other person's point of view.

egocentric:
self-centered; seeing
everything in relation to
oneself



The student also needs to know that family members do not always agree and sometimes problems arise between them. When this happens, it is necessary to think about these problems carefully and try to solve them in a way that is fair to everyone.

You could use the following dialogue to discuss these ideas:

You've talked about some situations and how they made you feel.

Day 15 • Family Feelings

Do you think other family members have feelings like yours?

Everyone has feelings, but others may not feel and react the same way you do.

Give an example of a time when you or another family member may have had a different opinion about a situation. For example, your brother is excited about going away to camp, but you are worried about going.

Sometimes, in families, people disagree.

Sometimes people even get into arguments, or **conflicts**, and then they must try to solve the problem they are having.

conflict: a strong disagreement

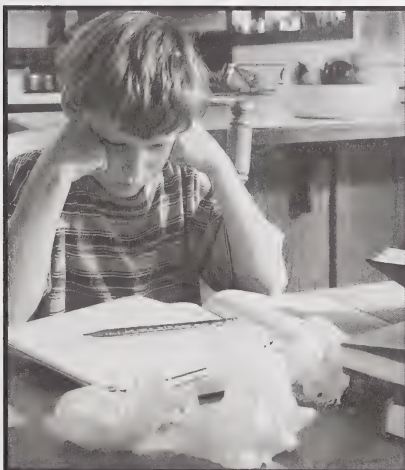
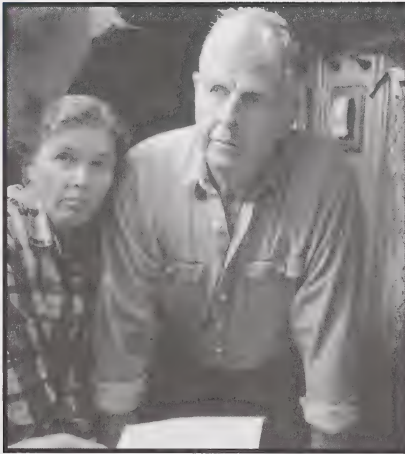
Can you think of a time someone in your family had a disagreement over something?

How did they solve the problem?



Writer's Workshop

Look at the following photographs and discuss how family members might be feeling in each.





Discuss the fact that when there is a problem or conflict, family members must find a way to solve that problem in order to remain healthy and happy. You could use your own words or the following script:

Sometimes family members don't agree on things.

Children may not want to do what parents ask.

Children may argue with one another over toys or activities or they may break family rules.

Sometimes family members like different things or think different things are right.

Not everyone in the family may want to watch the same television show or read the same book.

Differences can cause disagreements.

When family members have a **problem**, they need to think of some **solutions** and choose the best one.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 15: Problem-Solving Chart. Discuss the chart and point out that it might help make decisions when a problem arises.

Explain that the student can practise solving problems. Help the student choose a personal problem and go through the steps on the Problem-Solving Chart during the following assignment.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B, and complete Day 15: Problem-Solving Map.

Help the student select and print a problem, two or three possible solutions, and the best choice for a fair solution. Allow constructed spelling if your student is becoming an independent writer.

Activities

Teaching Tip



This problem-solving model can be helpful in resolving family conflicts. Encourage students to think of solutions that are acceptable to everyone and to solve problems independently. Most children need lots of guidance at first, but as they become familiar with the steps, they become more independent in the process.

You could apply this process to literature to extend student understanding of the process. When you read a story, ask what the character's problem is. The student can predict some possible solutions before you read on to see what solution the character chooses.

It's a good time for lunch now.

Do you have a special feeling to share today?

Silent Reading

Time recommended: 5–10 minutes

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 15.



Project Time

Both project choices practise the problem-solving strategy from Writer's Workshop.

Project Choice 1: Cartoon

Set out three sheets of letter-sized blank paper, some lined paper, and your drawing supplies and proceed as follows:

- Ask your student to think of a recent conflict with a friend or family member. If the student cannot think of a problem, suggest one or use a problem card from Project Choice 2.

- On the first sheet of blank paper, have the student draw a picture of the people involved in the conflict or problem.
- Ask the student to think about what the people in the picture are saying and then print this on lined paper. Help as needed.
- Cut out the dialogue in speech-balloon style and glue each speech balloon beside the person who is saying it.
- On the second blank page, have the student draw the same people discussing the problem.
- On lined paper, write a possible solution as suggested by each person in the cartoon. Cut out these speech balloons and paste them on as you did for the first page.
- On the third blank page, draw the characters solving the problem. Print the chosen solution on a speech balloon on lined paper and glue it in place.
- Tape the three pages together to make the three frames of a cartoon.

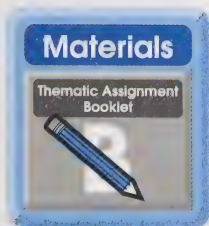
Your student may choose to send this cartoonstrip to the teacher, but it is not required.

Project Choice 2: Conflict-Solving Role-Play

In this project, the student will role-play situations, think of two or three solutions, and decide on the best one. You or another person could act out additional roles or you could use stuffed toys or dolls. Props and dress-up clothes would enhance the role-playing experience.

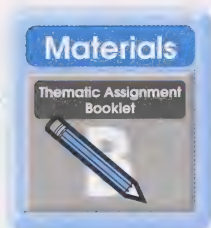
Proceed as follows:

- Display the Problem-Solving Chart where your student can refer to it. Review the steps if necessary.
- Cut out the role-play cards from Thematic Assignment Booklet 5B, Day 15: Role-Play Cards. Two cards are blank so you can write situations pertinent to your student's family.



Day 15 • Family Feelings

- Mix the cards and ask the student to take one. Read the card together and have the child act out the situation.
- Have your student (or others in the role-play) follow the steps from the Problem-Solving Chart to suggest at least two solutions.
- Agree on the best solution. Then try a new card.
- Act out several scenarios from the cards so that your student understands how to apply the problem-solving strategies.



Comment about the student's role-playing and problem-solving skills in Day 15: Learning Log.

Sharing Time

Time recommended: flexible

Your student has several choices today:

- Read the Feelings booklet.
- Share a special memory and the feelings it brought.
- Ask others to tell about a special memory.
- Share the Problem-Solving Chart and tell about solving conflicts.
- Share the cartoon or role-playing from Project Time.

Let's Look Back

Time recommended: 10 minutes

Ask questions to find out about the student's personal development

What did you enjoy today? Was anything difficult for you?

Do you find it easy or difficult to talk about feelings?

Can you tell what someone else might be feeling by looking at a person's face?

Tell me about a time you solved a problem or conflict on your own. I will write it down for the teacher.

Materials

Thematic Assignment Booklet



When you finish your discussion, turn to Thematic Assignment Booklet 5B and complete Day 15: Learning Log.

Story Time

Time recommended: flexible

Read and enjoy a story with your student. As mentioned earlier in the Teaching Tip, discuss the character's problem in the story and predict solutions.

Many good children's books highlight common childhood problems, such as fear, anger, or conflicts with friends and siblings. Discussing these situations through a literature connection can be positive and non-threatening.

Ask your librarian for assistance if you would like stories that have to do with a particular emotion. Some examples follow:

- *Ira Sleeps Over*, by Bernard Waber, is about a child's concerns about sleeping at a friend's house without his teddy bear.
- *I'll Fix Anthony*, by Judith Viorst, deals with anger between siblings.

Materials

Reading Resources



**You have finished today's work.
Good for you!**

Day 16 is about health and safety.

Keeping Safe and Healthy

Today you'll look at how family members help each other stay safe and healthy. Today you'll examine all the rooms in a home for hazards and safety equipment during a home safety walk. You'll also read a story that encourages important health practices.

In Day 12 you discussed personal changes, such as the loss of baby teeth and growth of permanent teeth. Today you'll review in greater detail how to care for your teeth. The student will create a Tooth Diary to record health tips for strong teeth and to keep track of when teeth are lost.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 5B
 - Day 16: Spelling Post-Test
 - Day 16: Tooth Diary
- *Level A: Modern Curriculum Press Phonics*, pages 233, 235, and 236
- “Why?” in *Swing In*
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 16.

Project Time

- Thematic Assignment Booklet 5B
 - Day 16: Safety Checklist

Project Choice 1: Safety Graph

- clipboard (optional)
- small objects, such as buttons, pennies, bread clips, or plastic blocks
- Thematic Assignment Booklet 5B
 - Day 16: Safety Graph

Project Choice 2: Safety Chart

- Thematic Assignment Booklet 5B
 - Day 16: Safety Chart

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized calendar routine. You could choose an activity from Calendar Time Teaching Notes in the Calendar Package.



Focus for Today

Observe your student's understanding of and interest in **health concepts** as you focus on the following:

- feelings of self-worth
- dental and mouth care
- home safety knowledge

Language Arts

Time recommended: 35 minutes

Spelling

Test your student on the spelling words from the beginning of this module. If you have posted the spelling words in your work area, remove them so the student can print them independently.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B and complete Day 16: Spelling Post-Test. Use the same procedure to dictate the words as you did for the pre-test on Day 3.

he
me

she
you

we
be

Activities

Teaching Tip



Since you began formal spelling instruction in Module 2, your student should now have mastered 20 high-frequency spelling words. Because these words occur often in writing activities, the student has practised them daily in a meaningful way.

Insist that the student spell these basic words correctly. If you allow the student to spell them incorrectly, the student will practise errors. The more times the student writes a word incorrectly, the more ingrained the error becomes.

When the student needs to write words not yet covered in the spelling program, there are other options:

- constructed spelling (sounding a word out)
- copying from charts, stories, and poems
- checking the *Collections Writing Dictionary*

Exploring these choices before asking for help encourages the student to gain independence.

Phonics and Printing

Review the long vowel sounds from Day 15 as follows:

- Write the following words on a chalkboard or a sheet of paper. Ask the student to read each word, remembering the long vowel generalizations.

meat	bike	tube	goat
cake	feet	cone	suit

- After each word, ask which long vowel sound is in the word and why it is a long vowel.

Materials

Phonics Book



Turn to page 233 in *Level A: Modern Curriculum Press Phonics*. Ask the student to read the word list to you. Explain the instructions and encourage independent work. When the work is complete, check the work and monitor corrections. Re-mark in a different colour of pen.

Materials

Student Folder



Label the page with the student's full name and M5D16, and place it in the Student Folder.

Enrichment (optional)

Make the booklet "Talk About It" on pages 235 and 236 in *Level A: Modern Curriculum Press Phonics*. Cut on the dotted lines, arrange the pages in order, and staple the booklet together. Ask the student to read it aloud or silently and answer questions that you ask about the story.

Materials

Phonics Book



Music and Movement

Time recommended: 10–15 minutes

Review any physical activities the student's family has done during this module. Have family members had time to be active together? Did they swim, ski, skate, or do other seasonal activities?

Perhaps the brainstorming in Day 2 motivated physical activity in the family schedule. Consider a fun family outing, such as swimming or cross-country skiing.

Has your student completed swimming lessons? If not, try to schedule lessons or family swimming in order to cover the aquatics section of the Physical Education program.

For today, encourage your student to spend time outdoors if the weather is suitable. This change of scene and pace is refreshing mentally, physically, and emotionally.



Language Arts

Time recommended: 60 minutes

Reading



Turn to *Swing In*. Ask your student to find the story “Why?” in the Table of Contents and then turn to that page. Look through the story, encouraging predictions and discussion about the pictures.

Several words in this story are high-frequency words and the story follows a pattern, so encourage the student to read independently. Help only as necessary.

Challenge your student to apply phonics skills for the “long e” words—**eat**, **beans**, **teeth**, and **sleep**.

Your student could read each page silently or aloud. After each page, ask questions like those that follow:

What did Mom want Little Mouse to do? (page 42)

What did Little Mouse say to her?

What did Dad say to Little Mouse? (page 44)

What did Little Mouse say?

After the student has read through the story, discuss the following questions:

Did you notice a pattern in this story?

Why do you think Little Mouse kept saying “Why?”

Next, have the student reread the story in a different way from the first reading. If the student read silently the first time, have it read aloud this time. Alternatively, you could share the reading by having the student read the parents’ dialogue while you read Little Mouse’s parts.



Day 16 • Keeping Safe and Healthy

Stop after each double page and discuss what the parent might say back to Little Mouse. Examples follow.

When Little Mouse asks why he should eat his beans, what do you think Mom will tell him?
(He needs healthy food to grow.)



When Little Mouse asks why he can't watch TV, what do you think Dad will say to him?
(You need some exercise now or you need to do something more important.)

When Little Mouse asks why he should brush his teeth, what will Mom say to him? (Brushing your teeth will keep them healthy and prevent cavities.)

When Little Mouse asks why he should go to sleep, what will Dad tell him? (Children need to get enough rest to be healthy.)

In what ways do Little Mouse's parents show that they care about him?

Can you tell me the four important health rules Little Mouse would have learned in the story? (Eat healthy food, get enough exercise, take care of your teeth, and get enough rest.)

Writer's Workshop

Your student may not have lost any primary or "baby" teeth yet. The first lost tooth is usually exciting for a child. It may be interesting to record thoughts and feelings at that time. Sometimes a child is apprehensive about losing teeth, so it is important to understand the process.

After you discuss the following concepts, your student will make a personal Tooth Diary to record the dates when he or she loses teeth and the circumstances and feelings at the time.

One of the signs of growing up is losing your **primary** teeth, or "baby teeth" as they are sometimes called.





When you were a small baby, you had no teeth. As you grew older, your teeth gradually started coming in.

By the time you were two or three years old, you probably had all 20 of your primary teeth.

When you are about six years old, your primary teeth begin to get loose and fall out.

permanent: something that will last a lifetime

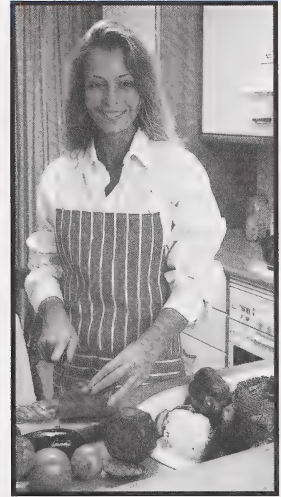
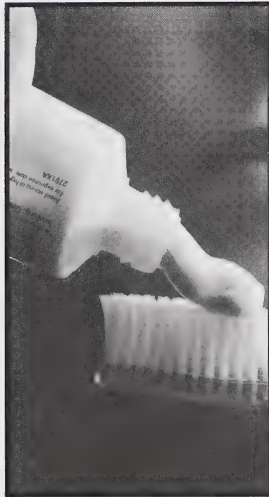
The **permanent** or “adult” teeth push up underneath your baby teeth. This destroys the roots of the baby teeth, so they start to wiggle and eventually fall out. This doesn’t usually hurt because the roots are very weak.

Soon after your primary teeth fall out, the permanent teeth start to grow through your gums.

It is very important that you take good care of your permanent teeth because you want them to last your whole life.

Can you think of three things you can do to help keep your teeth and gums healthy?

Look at the pictures that follow.



Activities

Teaching Tip



You could also read children's books or view videos about losing teeth. Look under Additional Resources at the beginning of this module or check with your local librarian.

Some fiction books may talk about the Tooth Fairy. If you do not encourage this tradition, read books carefully before you present them to your student.

Check with your dentist or local health nurse for more resources—free brochures, pamphlets, or books about tooth care. If you have a computer, you could search the Internet for suitable information.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B and follow the directions for Day 16: Tooth Diary. Then complete the following activity.

Assemble the tooth pages into a booklet and staple it at the top to hold the pages together.

Ask your student to print the title **Tooth Diary** on the front cover of the tooth-shaped booklet. Add the word **by** and the student's full name.

On the first page help your student print two or three health tips for keeping teeth strong. Your student could use the ideas discussed previously or make other suggestions.

Your student could add more information later, after searching other sources. On Day 17 the student will write about losing teeth.

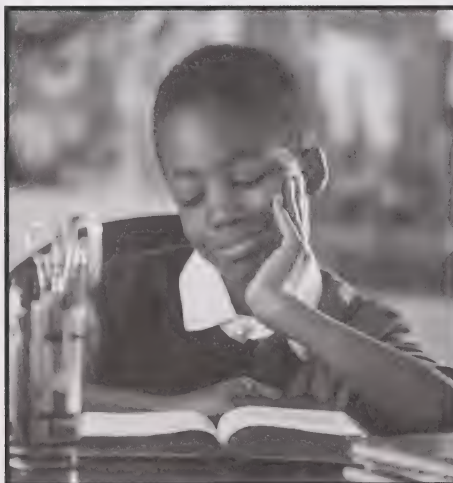
**Did you enjoy the story about
Little Mouse?**

**What healthy foods will you eat
for lunch?**

Silent Reading

Time recommended: 5–10 minutes

Talk about the authors and illustrators of the books you're both reading. If you're reading a book by a favourite author, share why you like this author. Children are often interested to learn that adults have favourite writers and subject matter.



Math Time

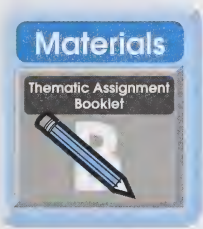
Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 16.

Project Time

Time recommended: 50 minutes

Today's project is about home safety. Your student will take a safety walk to discover potentially dangerous objects or situations. You'll observe and talk about safe situations and safety equipment. Complete the checklist as you do either project choice that follows.



Turn to Thematic Assignment Booklet 5B, Day 16: Safety Checklist. Here you'll find a list of safety checks for various rooms in your home. Have the student go through each room as you direct attention to the areas on the list. You could add additional checks for your student, depending on the features in your home. Do this step during either project choice.



Do you see a problem here?

Project Choice 1: Safety Graph

In this project the student will show safe and unsafe situations by taping small marker objects, such as pennies, buttons, or bread tags, to a graph page. Proceed as follows:

- To make a graph page, draw a line dividing a sheet of unlined paper in half. Print the heading **Safe** at the top of one column and **Unsafe** at the top of the other.
- Place the checklist from the Assignment Booklet and the graph on clipboards or on hardcover books.
- With tape and marker objects, walk through your home, noticing safe and unsafe practices.
- Each time the student discovers a safe situation, tape a marker in the Safe column as shown. Do the same for unsafe conditions.



- Discuss what the completed graph shows. You could use questions such as the following:

Were there more safe or unsafe things?

Can you tell without counting?

How did you do that?

How many safe things did you find?

How many more safe than unsafe things were there? (or vice versa)

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 16: Safety Graph.

Project Choice 2: Safety Chart

Materials

Thematic Assignment Booklet



First, turn to Thematic Assignment Booklet 5B and use Day 16: Safety Checklist to examine safe and unsafe situations as you walk through a home. This checklist does not have to be submitted to the teacher. Discuss what is safe or unsafe as you look at each room. If you see something unsafe, discuss what you could do about it and, if possible, take steps to correct the situation.

Then follow the directions to complete Day 16: Safety Chart.



Enrichment (optional)

Repeat the safety walk outdoors in a garage, shop, barn, or yard. If you find any unsafe situations, have the student create a poster to remind the family of safe practices.

Sharing Time

Time recommended: flexible

Have the student share what you discovered on your safety walk. The student could tell about the project choice and any unsafe situations. Audience members may have other ideas about keeping a home safe or correcting potentially dangerous situations.



Let's Look Back

Time recommended: 10 minutes

Discuss the following. Emphasize that the student is special by being one of a kind—not necessarily because of some great talent. Review the song “Love Me for Who I Am” from Day 15.

Tell me some things that make you special and unique.

Why are you important to your family?

Can you think of some ways your family members are special?

What did you learn about your teeth today?

What did you learn about home or family safety today?

Story Time

Time recommended: flexible

You could read a story about losing baby teeth. Many books about “wiggly” teeth are written for beginning readers. If you find such a book, the student could read it to you.



**You learned a lot about staying
healthy today.**

**How could you help your whole
family stay healthy and safe?**

Families, Real and Imagined

Today you'll help compare the student's family to a fictional family, read "The Three Little Pigs," and choose a way to act out this story for Sharing Time.

Since Module 5 has been all about families, you could plan an event for the student's family as entertainment. You could include skits, mime, puppetry, songs, readers' theatre, instrumental music, or poetry.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Learning

- Thematic Assignment Booklet 5B
– Day 17: Word Recognition Test
- two rings for word cards
- *Level A: Modern Curriculum Press Phonics*, pages 237 and 238
- Printing Practice notebook
- plate or lid for circle template
- Tooth Diary from Day 16
- *Collections Writing Dictionary*

Music and Movement

- audiocassette *10 Carrot Diamond* (optional)
- audiocassette player (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 17.

Project Time

Project Choice 1: Play

- paper plates (optional)
- dress-up clothes (optional)

Project Choice 2: Puppet Play

- old socks
- buttons, felt, or fabric scraps
- moveable eyes or trim (optional)
- thread and needle or glue gun

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine. You could also work on a particular skill from Calendar Time Teaching Notes in the Calendar Package or review any concepts from this module.

Focus for Today

Observe the student's skills and attitude in **dramatic activities**. Recall previous role-playing performances and consider development in speech, storytelling, acting, memory, and problem solving.

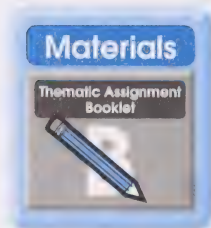
Language Learning

Time recommended: 35 minutes

Word Study

Prepare to test the student on the words in the personal word bank and New Word Box.

- Do not review the words before the Word Recognition test.
- Empty the word boxes and sort the cards into two piles—one pile with the high-frequency words on coloured cards and one pile with the special-interest words on white cards.
- Arrange the cards in the same order as the words on the Word Recognition Test in Assignment Booklet 5B.
- Show the student the high-frequency words on the coloured cards one at a time.



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 17: Word Recognition Test.

Activities

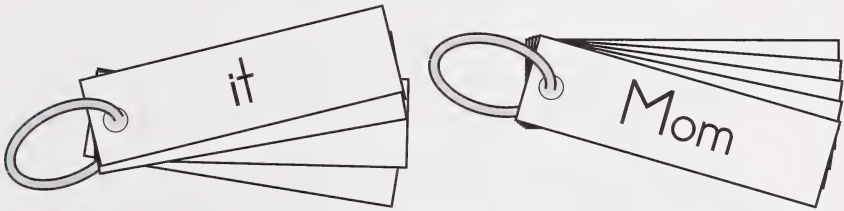
Teaching Tip



Reading is a cumulative process and children learn sight words at different rates. Your student may not remember all of these sight words at this time. As the student gains vocabulary and experience, it becomes easier to recognize and remember words. Meanwhile, you could do the following:

- Praise your student for the words that have been mastered.
- Say that you will continue to work on the words that need more practice.
- Emphasize that reading and learning new words takes time.
- Express your confidence that the student will be an excellent reader with time and practice.

Hole punch the high-frequency word cards that the student has recognized by sight, and place these cards on a ring. Repeat with the words on the personally chosen white cards. The student could then read the ringed cards to others to display personal growth.



Place any words that the student does not know by sight back in the New Word Box for further practice.

Materials

Phonics Book



Phonics

Turn to pages 237 and 238 in *Level A: Modern Curriculum Press Phonics*. These pages will check the student's skills in applying the long vowel sounds in reading.

Materials

Student Folder



Materials

Phonics Book



Explain the directions, assign the pages, and have the student complete both pages independently. Help only with picture identification. **Do not mark this assignment.**

Label the top of page 237 with the student's full name and M5D17. Place the completed and unmarked pages in the Student Folder.

Printing

Your student will choose six words from the long vowel words on page 237 of *Level A: Modern Curriculum Press Phonics* to practise today. Ask the student to read the six words that have been chosen, and then print each word two or three times in the Printing Practice notebook.

Remind the student to work on the printing goals that were decided upon during Day 12.

Music and Movement

Time recommended: 10–15 minutes

Have your student choose one of the following songs to practise today and perform on Day 18:

- “Why Did I Have a Sister?”
- “Four Hugs a Day”
- “Love Me for Who I Am”
- “This Is the Way”

Decide on actions and practise your song a few times.



This is the way we have a bath.

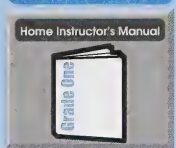
Language Learning

Time recommended: 60 minutes

Reading

Today your student will use readers' theatre for the story "The Three Little Pigs."

Materials



Refer to the Drama section of the Home Instructor's Manual to review and learn more about readers' theatre.

Your student will also be reviewing fiction and non-fiction and comparing his or her family to the Three Pigs family. In addition, the student will be using this story to prepare a drama presentation for later today.

Read the title and have your student look at the story ahead. Ask the following questions:

What do you know about this story?

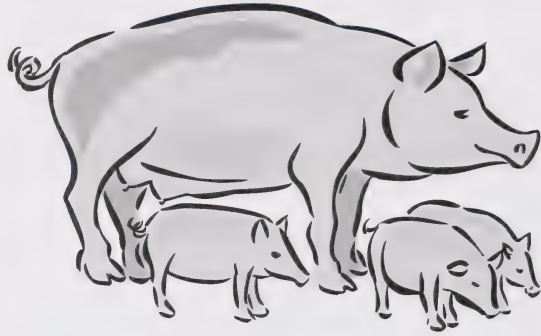
Who are the characters in this story?

If this is a new story for your student, take time to look through the pictures and make predictions about what might happen. If your student knows this story, help review what happens.

Point out that the story is written in play form with the coloured words showing who the speaker is. Explain that the storyteller or narrator is the person who tells what is happening in the story.

Read the story aloud, using a different voice and expression for each character. Encourage the student to read along with you.

The Three Little Pigs



Storyteller: Once upon a time, there were three little pigs. They were old enough to live on their own, so the mother pig sent them off to build their homes. The first pig met a man with straw.

First Pig: Will you give me some straw to build a house?

Storyteller: The man gave him the straw and he built a house with it. The second pig met a man with sticks.

Second Pig: I need a house. Will you give me your sticks?

Storyteller: The man gave him the sticks and the second pig built a house with the sticks. The third pig met a man with bricks.

Third Pig: Will you give me your bricks to build a house?

Storyteller: The man gave the pig the bricks and he built a house with them. One day a big, bad wolf came along. He saw the little pig in a straw house.

Wolf: Little pig, little pig, let me come in!

First Pig: Not by the hair of my chinny chin chin.

Wolf: Then I'll huff, and I'll puff, and I'll blow your house down.

Storyteller: The wolf huffed and puffed and blew the straw house down. The little pig ran to the stick house. The wolf came along to the stick house.

Wolf: Little pig, little pig, let me come in!

Second Pig: Not by the hair of my chinny chin chin.

Wolf: Then I'll huff, and I'll puff, and I'll blow your house in.

Storyteller: The wolf huffed and puffed and blew the house in. The first and second pigs ran to the brick house. The wolf came along to the brick house.

Wolf: Little pig, little pig, let me come in!





Third Pig: Not by the hair of my chinny chin chin.

Wolf: Then I'll huff, and I'll puff, and I'll blow your house in.

Storyteller: So he huffed, and he puffed, but he couldn't blow the house in.

Wolf: Then I'll come down your chimney!

Storyteller: The pigs got boiling water and put it under the chimney.

Down fell the wolf—splash!

Out he jumped and away he ran. He was never seen again.

The three little pigs lived happily ever after.

Discuss the questions that follow:

Is this story fiction or non-fiction?

How do you know it is fiction?

Why did the pigs leave home?

What were the three types of homes they built?

What happened to the first house?

What happened to the second house?

What happened to the third house?

Which home was the best?

Why was it the best?

Reread the play with your student. Discuss the following questions and statements:

Who were the members of the pig family?

What family change happened at the beginning of the story? (The little pigs were grown up, so they moved into their own homes.)

What problem did the little pigs have?

How did they work together to solve their problem?

Earlier in this module you compared your family to other families.

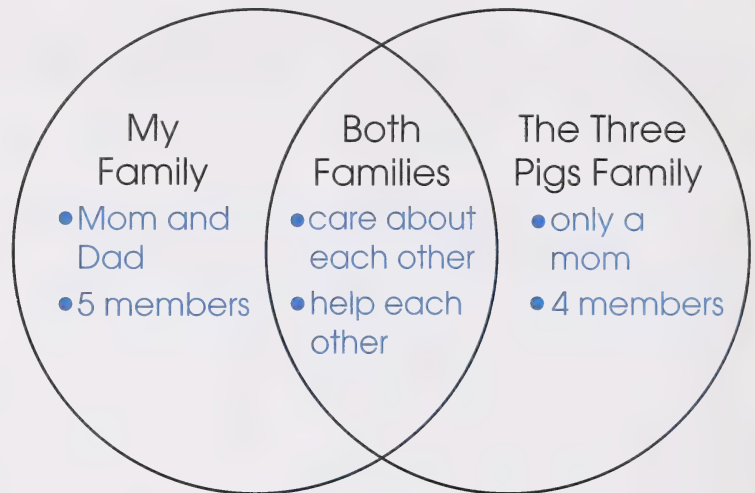
Today you are going to compare your family to the pig family using a Venn diagram.

Venn diagram: a diagram using circles to show the relationship between sets of information

Tape together two letter-sized pieces of paper. Draw around the outside of a plate to make two overlapping circles on the joined pages.



Label the left circle **My Family**, the right circle **Three Pigs Family**, and the centre where the circles overlap **Both Families**. On the outside parts, print things that are different about the two families. In the centre print those things that are the same for both families. Use the following Venn diagram example as a guide.



Ask your student to think of ways the pig family is like and unlike your family. If it is difficult for your student to respond, ask questions like the following:

Does the pig family have the same number of people as our family?

Is the family membership the same in any way? (For example, do we have the same number of young people? Do we both have a mother?)

Does our family help each other like the pigs did?

Materials

Student Folder

abc

Write your student's comments on the Venn diagram in the correct places, then read everything over and discuss the similarities and differences you have noted.

Label the back of the Venn diagram with the student's full name and M5D17, and place it in the Student Folder.

Enrichment (optional)

With your student, think about the stories you have read about make-believe or fictional families during this module. Does the child have a favourite fictional family? You could choose a family from the assigned stories, favourite stories from your personal library, or a book from Additional Resources. Say to the student:

You have learned about families of all kinds.

You have read many stories about real and fictional families.

Today you will choose a favourite family you have met in stories and compare it to our family.

You will use a Venn diagram to compare the families as you did with the story “The Three Little Pigs.”

Ask your student to choose a favourite fictional family. Assist the student in creating a Venn diagram and labelling it appropriately.



Day 17 • Families, Real and Imagined

Brainstorm similarities and differences between the two families and ask the student to include at least one similarity and one difference for each family. Provide the student with help if necessary, but encourage independent printing as much as possible.

The student could draw a picture of the two families if space permits.



How many members?

Writer's Workshop

Set out the student's **Tooth Diary** that was prepared on Day 16. Discuss it as follows:

Have you lost any primary or baby teeth yet?

How did your first tooth fall out?

If you haven't lost any teeth yet, how do you think you will feel about getting a loose tooth?

Do you know anyone else who is getting loose teeth?

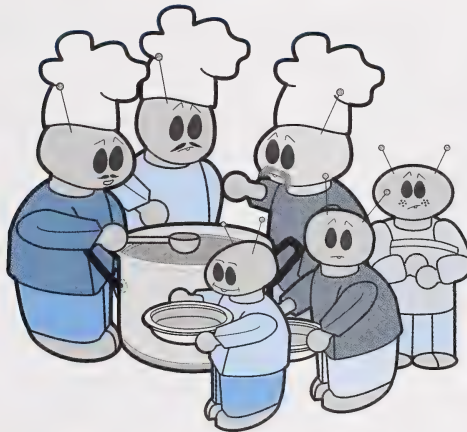
Ask your student to write about when and how the first loose tooth came out. If the student has not yet lost any teeth, write down feelings and thoughts about losing baby teeth or predict when it will happen.

Keep the Tooth Diary in a safe place, and when your student loses a tooth, record the date and the circumstances.

You could include the Tooth Diary in the student's Time Capsule at the end of this school year.

It's time for lunch.

Maybe you'd like to cook a big pot of hot soup for lunch.



Silent Reading

Time recommended: 5–10 minutes

Choose favourite reading material. The student could read a story about a favourite fictional family and then compare families again.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 17.

Project Time

Time recommended: 50 minutes

The student could act out “The Three Little Pigs” or present this story as a puppet play. First, review the story and discuss the characters and plot as follows:

Who were the characters in the story?

What happened at the beginning of the story?

What happened in the middle of the story?

What happened at the end of the story?

Reread the story, if necessary, to clarify any part the student is unsure of.

Discuss and choose your method of presentation. Prepare and practise the play now and present it during Sharing Time. Practise the following skills:

- Speak clearly and loudly so that the audience can hear.
- Recall the sequence of events and dialogue.
- Enhance characterization with changes in voice, facial expression, and actions.

Review the characters and decide who will act out each one. You could each take several parts or ask others to play a character.

Project Choice 1: Three Pigs Play

Prepare some simple props, such as the following:

- a paper headband with pig ears stapled on
- pig masks from paper plates or construction paper

- name tags to label the characters
- costumes made from dress-up clothes
- cardboard houses to hold in front until the wolf blows them down

Discuss the main dialogue and sequence of events and have the student practise it as you go through the play. Encourage the use of the student's own words rather than memorizing dialogue. It is sometimes necessary for the adult to act as the storyteller and the child or children to fill in the dialogue at the correct place.

Project Choice 2: Puppet Play

Have the student create puppets from old socks or other material, to act out the story of "The Three Little Pigs." Show the student how to tuck in a portion of the sock for a mouth and then add other features.

For the pigs, sew on a large two-holed button for the nose; bits of fabric or felt for ears; and small buttons, craft eyes, or felt scraps for eyes. For the wolf, create ears and fangs from felt or fabric scraps. Help with sewing or using a glue gun.



Sharing Time

Time recommended: flexible

The student and any other members can perform "The Three Little Pigs" story practised during Project Time.

Your student could also share the Venn diagram or the Tooth Diary. Encourage audience members to ask questions or make comments.

The student could also share the sight words on the rings to gain recognition of reading progress.

Let's Look Back

Time recommended: 10 minutes

Question as follows to learn more about your student's attitude toward drama.

Do you like to act out plays?

Did you like doing the role-play on Day 11 and Day 15?

Do you find it easy or hard to pretend to be someone else?



Story Time

Time recommended: flexible

You could read another story about a favourite fictional family. Has your student any favourite authors or favourite stories from this module?



**Next day is the last day of Module 5.
You'll share what you've learned
and show your family members how
much you appreciate them.**

**Would you like to invite someone
special to see your work, such as
your grandparents?**

Celebrate Your Family

Today you'll focus on appreciating family members and complete your study of the family. The student will prepare awards for family members.



You'll help the student practise a song and a poem to perform. Your student could then share some module activities or accomplishments with the family or you could invite other performers and guests to a celebration.

Encourage spontaneity rather than a polished performance. Is your student a born performer or is confidence-building needed? Gear your audience to your student's degree of confidence.

An optional Enrichment project—a family quilt—is provided as an additional celebration of family.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- rings for word cards from previous modules (optional)
- *Level A: Modern Curriculum Press Phonics*, pages 239 to 242
- Thematic Assignment Booklet 5B
 - Day 18: Printing
 - Day 18: Award Pattern
- *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 5, Day 18.

Project Time

Writer's Workshop and Project Time

- box containing required materials

Enrichment Activity: Family Quilt (optional)

- butcher paper or other roll of paper

Alternative Enrichment Activity (optional)

- cloth quilt squares
- permanent felt markers or fabric crayons

Let's Look Back

- Thematic Assignment Booklet 5B
 - Day 18: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your individualized Calendar Time routine.

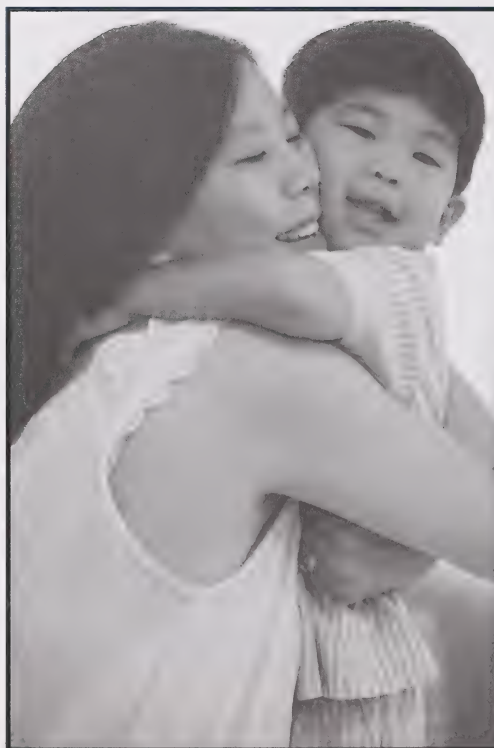
Focus for Today

Materials

Thematic Assignment
Booklet



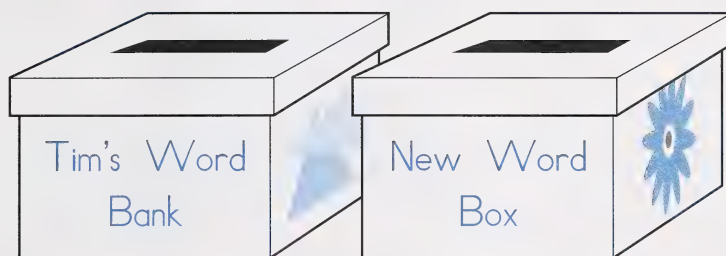
Preview today's Learning Log in Thematic Assignment Booklet 5B. Be prepared to comment on your student's development in **Social Studies skills, knowledge, and attitudes**. Base your observations on activities from Days 9 to 15 and today's review activities.



Language Learning

Time recommended: 35 minutes

Word Study



On Day 17 you removed the words from the New Word Box and personal word bank. If your student had difficulty recognizing any words, you placed them back in the New Word Box. Today, review and reteach any words that the student did not recognize by sight.

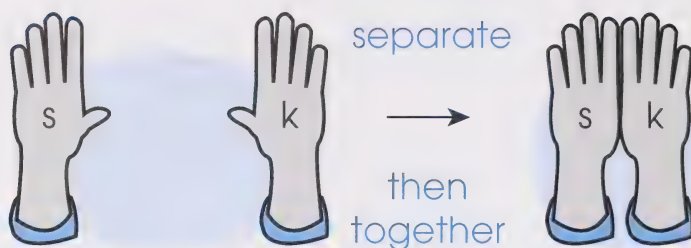
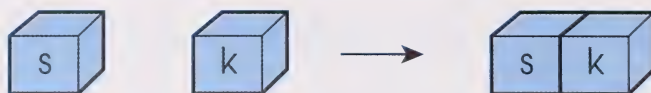
If your student recognizes all the word cards from this module, review the word cards from previous modules to be sure your student maintains mastery of those words.

Phonics

Introduce a study of consonant blends with the activities that follow:

- Say that sometimes consonants go together to make one sound. Ask the student to recall some consonant digraphs previously studied, such as **sh**, **ch**, **th**, and **sk**.

Recall, for example, blending the sounds of the letters **s** and **k** in the word **sky**. You wrote the letters **s** and **k** with washable markers on blocks or the backs of your hands to physically blend the sounds. Do it again now. Be sure the letters are right-side up.



Say the two sounds and then blend them together as you bring your hands, fists, or blocks together.

- Announce that today you will blend consonants with the “r” sound. Use the previous method with the **gr** blend in the word **green**. Use washable felt markers to print the letter **g** on the student’s left hand or block and **r** on the right one. Bring the two letters together by quickly moving the blocks or hands close to each other as shown.



- Use blocks or cards to blend the beginning sounds of each of these words:

– br in brush	– pr in prize	– gr in grapes
– cr in cry	– fr in free	– cr in crib
– tr in tree	– dr in dry	– fr in frog

- Print the following blends on a chalkboard or piece of unlined paper. Help the student think of one or two words, different from those above, that start with each blend.

br	_____	_____
cr	_____	_____
tr	_____	_____
pr	_____	_____
fr	_____	_____
dr	_____	_____

- Post the chart where the student can add other words for each blend as they come to mind.

Materials

Phonics Book



Materials

Student Folder



Turn to page 239 in *Level A: Modern Curriculum Press Phonics*.

Read the poem “The Pancake.” Ask the student to look for the word with the **r blend** in the poem (fry). Discuss the questions below the poem. Page 240 is for your information.

Turn to page 241. Read the instructions and let the student finish the page independently. Do the same for page 242. Check both pages and monitor any necessary corrections. Re-mark in a different colour of pen.

Have the student label the top of page 241 with his or her full name and M5D18, and then place the sheet in the Student Folder.

Printing

Review the goals your student set for Printing on Day 12. Does the student notice any improvements? Does the student still need to work on the same goal or is it time to set a new goal—spacing, for example, or printing on the lines?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 5B, and follow the directions to complete Day 18: Printing. Help to print the comments on the second page, if necessary.

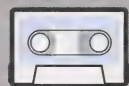
Music and Movement

Time recommended: 10–15 minutes

On Day 17 your student chose a favourite song. Practise it several more times now for Sharing Time. If the song is from the Charlotte Diamond audiocassette, allow the student to sing along with the tape.

Materials

Audiocassette



Language Arts

Time recommended: 60 minutes

Reading

Read some of the poems aloud from *Fathers, Mothers, Sisters, Brothers* by Mary Ann Hoberman, and help the student choose one.

Read this poem with your student. Discuss the meaning, mood, setting, and characters. Talk about how the voice, facial features, and body can be used to show characters, personality, and mood. Then encourage the student to read the poem independently. Practise several times to work on word recognition, rhythm, volume, and expression.

Discuss how this is the last day of the Family module and review some key concepts with the following script.

Materials

Reading Resources

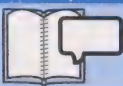


You have been investigating families during Module 5.

Tell some things you've learned about families

Activities

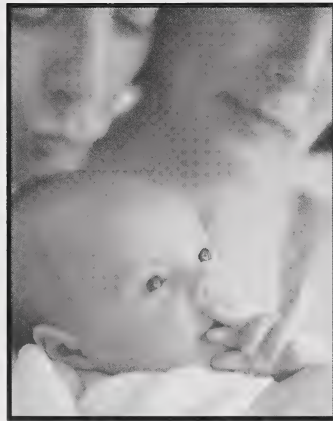
Home Instructor's
Script



What did you find out about family jobs?

What are some different kinds of families that you learned about?

What is alike about all families? (Families provide for the members' needs and care for each other.)



What are some changes that happen to families?

When there are changes in a family, how do family responsibilities change? For example, if an older child moves away, how would family responsibilities change? Who would do the jobs the older child was responsible for?

When families have problem situations, what can they do?

Is it time for lunch?

Do any of the foods you have for lunch start with an r blend?

Silent Reading

Time recommended: 5–10 minutes

Your student could practise silently reading the poem chosen earlier for sharing or read some books and stories read earlier in this module.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 5, Day 18.

Project Time

Time recommended: 50 minutes

Writer's Workshop and Project Time

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 5B and follow the directions for Day 18: Award Pattern. Your student will need assistance with cutting.

Have the student print one family member's name on the circular part of each award. On the bottom part, print what is special about the family member, the things that the family member contributes to the family, or any other information that honours that person.

You could present the awards at Sharing Time with the song, poem, and other activities the student has prepared.

Enrichment (optional)

Family Quilt

Help the student gather the project materials listed under What You Need Today. The instructions that follow are for a quilt made with construction paper. If you wish, you may use fabric instead.

Note: If using cloth, see the tips under Alternative Activity at the end of this project.

- Allow the student to choose at least two colours of construction paper for the quilt. Use light colours for the squares the student will print and draw on. Cut the construction paper into 15-cm squares. You could cut some squares diagonally to make a fancier pattern, or use darker colours as an accent with the student printing only on the lighter-coloured squares.
- Ask the student to use felt markers to print the family name on one square.
- On the next square, the student could draw the family members and print each person's name.
- On another square, have the student draw and print about a family activity that everyone enjoys.
- Use some of these ideas to create more squares:
 - the family working together on a job or chore
 - a family rule
 - a drawing of the home



- members of the extended family
 - a recent family change, such as marriage, birth, new job, new home, or family concern
 - how the family is special or unique
 - any other family information
- Arrange your quilt squares in a pleasing pattern.
 - Glue the squares to the butcher paper backing.
 - Use crayons or markers to add the “stitches” between squares.

The student could use the family quilt to tell about the family during Sharing Time.



Alternative Activity

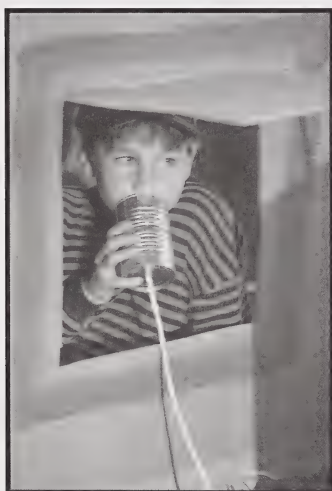
Print on squares of light-coloured cloth using permanent markers or fabric crayons. Another method is for the student to print and draw with a pencil and then trace over it with liquid embroidery or other fabric paint.

If you are using cloth, remind the student not to draw or print too close to the edge of the squares so you have room left to sew the squares together.

The squares could be positioned with other coloured squares to make a pattern.

Sharing Time

Time recommended: flexible



Celebrate and share some learning and successes from Module 5. The manner in which you do this is flexible, but try to make your event enjoyable without major preparation or expense. Encourage the student to become involved in any work or planning.

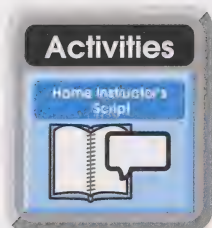
Celebrating will boost the student's self-confidence and demonstrate the importance you place on education.

Music, poetry, drama, and laughter may all contribute to create wonderful memories for the student.

Let's Look Back

Time recommended: 10 minutes

Sort through the Student Folder together to look back on all of Module 5 and to review the last nine days in particular. You could ask some of these questions as you look through the folder.



Which of these activities is your favourite?

Why did you choose that one?

Do you think your printing is improving?

How is it improving?

What goals would you like to set for your printing in the next module?

Look through Assignment Booklet 5B as well. Then continue to discuss the activities and concepts from the module.

What new things did you learn about the family?

What was your favourite activity during this module?

What was the most difficult activity for you?



Do you think your reading is improving?

What else has improved over the last month?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 5B and record your observations and comments on Day 18: Learning Log.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 5B to complete Day 18: Student Folder Items. Gather the required materials from your Student Folder. Submit these items to your student's teacher for marking at the time the teacher has requested them.

Story Time

Time recommended: flexible

Enjoy a relaxing time together with a favourite story from the module or a personal favourite.



Do you know more now about families—yours and other people's?

**Next day you will begin Module 6,
On the Move.**

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